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For Each and All

Take Your Choice:

The announcer in front of the tent said: "Come in and see Napoleon and the Duke of Wellington, as big as life and twice as natural." One of the victims asked which was Napoleon. The manager said: "You pay your money and you take your choice." THE CATHOLIC SCHOOL JOURNAL is not content to give you a choice; it even offers to help you to choose.

Our Readers:

Our readers may be classified broadly into three groups: grade teachers, high-school teachers, and administrators. The latter group includes diocesan superintendents, principals, pastors who serve as the superintendent of their parish school, and professors and students of education. Parents are, for our purpose, classed as teachers.

Why They Read:

Teachers do not expect a school journal to outline their course of study for them nor to supply all the teaching material for the month; these needs have been supplied by superintendents and supervisors and by the teachers' own preparation for their work. But all wide-awake teachers feel the need for new devices, fresh helps and suggestions for the changing seasons of the secular and the ecclesiastical calendar, and for information on the newer methods of teaching.

For Primary Teachers:

For primary teachers this issue of THE CATHOLIC SCHOOL JOURNAL offers a remarkable spring project in nature study correlated with religion and art. There are also seatwork, posters and decorations, and a new spring song. And the first article in your journal deals with "Guidance in the Lower Grades."

For Upper-Grade Teachers:

For teachers above the primary grades there are lessons in geography, arithmetic, natural science, history, and drawing, besides a number of schoolroom decorations. There is a special article for the music teacher, and the song "Pitter Patter Gentle Rain" is suited to your lower grades.

For High-School Teachers:

High-school teachers can make good use of the suggestions on teaching Latin and of the original Latin and English poem. There is some more about Galileo. "Sermons in Verse" will be appreciated by the English teacher. The art lesson this month, "An Alphabet of Saints," is for the high school. Sister Ansilion will continue her series for the grades next month. The program in General Science is for upper grades and especially first-year high school.

For Administrators:

Administrators will appreciate the discussions on several subjects. Father Ryan raises a question about federal aid which will provoke discussion. See the editorial page for a discussion of another very different problem of Catholic education. "The Fabric of the School" section appeals primarily to administrators. The parish-school janitor is just now receiving, in these pages, the attention which his important work deserves. Sister Cherubim Rita is giving us the results of her wide study and research in this field.

For All Educators:

Month after month the advertisers speak to all our readers, offering their help in supplying your school with modern textbooks, furniture, maps and charts, laboratory equipment, theatrical costumes and stage equipment, reference and library books, and the endless variety of things needed in a modern school.

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Guidance in the Lower Grades

Sister M. Annetta, S.L.

A GREAT deal has been said of a guidance program being established in high school; very little has been said of a similar program in the grades. Yet, it seems imperative that something be done to awaken the teachers in the elementary school.

It is also true that out of the four environmental factors: the church, the state, the home, and the school, the latter has had to accept the responsibility of guidance since parents have shifted their burden to those willing to shoulder it. Likewise, pastors and assistants, oppressed by the weight of parochial worries, have not found their way as guides to the very young. This being so, we as teachers should accept the challenge given us by Rev. Hubert Newell, a diocesan superintendent, in an article entitled, "Beginning of the Guidance Program in Our Diocesan Schools," printed in *THE CATHOLIC SCHOOL JOURNAL*, some months ago.¹

At this point I can almost hear the protests:

1. How many of us have been trained for guidance?
2. How can very young children decide what they will do when they grow up?
3. Where shall we begin?

Religious Are Prepared

To the first question let me say that surely we, by the grace of God, can do more than lay teachers, who in many cases have splendid equipment but inadequate preparation. Every Religious who has consecrated herself to the task of teaching, *can* and *should* endeavor to make guidance a special study just as she makes the teaching of religion her first and foremost lesson of the day.

Mr. James E. Cummings in his article "The Problem of Catholic Education" says:

I wish also to make clear that it is not necessary to employ specialists for guidance programs. While this is the practice in some

EDITOR'S NOTE. This article demonstrates that guidance is an intrinsic part of genuine educational service. What is called guidance too often implies an active direction of the child's life. Such an interpretation is dangerous at any level and particularly so in the lower grades. This article assumes a sane attitude toward the problem.

secondary schools, there is a growing recognition of the fact that guidance and instruction are inseparable parts of the teaching process. According to this reasoning, the classroom teacher is best fitted to handle the guidance program for her pupils.²

With this encouragement from one well versed in the problem of education, those interested should study their pupils' characters, habits, and aptitudes. With this study the task of guidance has begun, since guidance for young children is chiefly character training.

The child in school spends more waking hours per day, more days per week and more months per year under supervision of his teacher than under anyone else. If these facts are dwelt upon for any length of time the responsibility of the teacher cannot be overestimated.

Early Guidance Needed

Let us go on to the second question: How can very young children decide what they will be when they grow up? It is true, very few little children are aware of what they will be as adults, but why let Susan dream of being a concert pianist when she has no more musical talent than a stick, but displays a rare gift for storytelling and literature? Children should be led to see their weaknesses, as well as their capabilities. A child repeating the second grade once remarked to his mother: "Mama, I'm awfully dumb in my school

lessons, but Sister says I surely can sing, so maybe I'll just sing when I grow up." Keeping this example in mind, or recalling others from one's own experiences, it should be obvious to most teachers that there is no better time to start guidance than in childhood—that period when the child makes the transition from home to school; the age when the child is said to have reached the use of reason; the time when the little one first approaches the Sacraments of Penance and Holy Eucharist. Why wait until boys and girls are in high school with habits and attitudes that are firmly rooted?

Let the child begin to face facts humbly, at an early age. "Humility is Truth" and the keystone of guidance is truth. However, let those of us who are quick tempered, beware! Success lies in private, gentle, yet firm correction. By this I do not mean that one should wait until after school to tell Herman to use his handkerchief, but that there is no better self-discipline for the teacher than the prolonging of certain types of correction until later, when alone with the child. It is superfluous to state that sarcasm, ridicule, and nagging are taboo. The teacher of guidance must be the calm, patient, kind nun so many of us are given credit for being.

Begin Here and Now

The third question: "Where shall we begin?" is a vital one. Each school will, of course, have its individual problems: location, enrollment, types of children, and the number of teachers employed, etc. But all of us will agree, I think, on certain virtues, character traits, and habits of action which, if adhered to, will inevitably produce specimens of Catholic education, worthy, not only of this world but also of the next.

There is no classroom without its problem children, many of whom are such by virtue of physical weaknesses. However, the classroom teacher can do very little

²CATHOLIC SCHOOL JOURNAL, January, 1939 (XXXIX-1), p. 17.

¹Loc. cit., March, 1938 (XXXVIII-3), pp. 61-63.

A Poem in English and Latin

AD MATREM DOLOROSAM SIMEONIS GLADIO TRANSFIXAM*

Lugent Angelici chori miserti
Matris, quae Genitum videt dolentem,
Ligno dum crucis angitur levatus,
Ut solvat pretium redemptionis.

Cum Natus patitur volens dolores
Immanes, animum suoque Patri
Commendans moritur, simulque Matris
Cor ictu gladius fodit nefando.

Ah, verum Simeon propheta fatur,
Legi cum Domini, Parens, fidelis,
In templo Genitum Patri tenellum
Offers, et redimis datis columbis!

Mater, per Geniti tui tuosque
Dolores precor, oh, mei memento
Mors cum me superat! Tui serenum
Filii merear videre vultum!

— A. F. GEYSER, S.J.

TO THE SORROWFUL MOTHER PIERCED BY SIMEON'S SWORD

Angelic choirs are deeply moved with grief
And pity for the Mother, who beholds
Her suffering Son exalted on the cross
To ransom man whom sin's dread thrall enfolds.

Your Son, dear Mother, racked by mortal pain
His soul unto His Father's loving care
Commends—and dies: a sword with savage thrust
Your heart transfixing wantonly does tear.

How true, alas, was Simeon's prophesy,
When, to the Holy Law forever true,
You offered, Mother, in the temple's court
Your Child whom gift of doves restored to you!

O Mother, by your Son's and by your own
Deep sorrows, I implore, remember me,
That in the hour of death I may deserve
The face serene of your dear Son to see!

— A. F. GEYSER, S.J.

Campion, Prairie du Chien, Wis.

*The meter of this ode is the "hendecasyllabic." C. Valerius Catullus wrote some of his best odes in this meter; e.g., his famous ode on the Death of Lesbia's Sparrow. A

fine translation of this ode by Raymond O'Flynn is published in *The Catholic World* for Feb., 1940. — A. F. G.

about physical defect. It is like an answer to an examination question found in a book of "Boners"; "Heredity is a bad thing, and it ought to be prevented." While we should like to credit the answer with a mark of 100 per cent, we recall another famous quotation, "*Et tu Brute,*" and say no more about it. Since there is nothing the teacher can do about physical handicaps, there is another phase where we can do a tremendous amount of good and that is working with the "behavior-problem" child. Many cases can be cited, such as those who assert themselves for the sole reason of attracting attention; or those who would defy one in the presence of the class, yet become meek and tearful when confronting the teacher alone after school. It is with these that we should begin.

In almost all cases children who show off usually do so as a defense. A foreign child may do so because she is aware of her racial difference. I have in mind a child who was born in Rome. She had heard Mass at St. Peter's, had witnessed the Holy Father pontificate, and knew intimately all the places of interest about the city. However, that child refused to tell these splendid experiences because if she did so, the children would learn that she was an Italian, a "Wop" as she put it. It took almost a year to make her overcome her false pride. It was only after the death of Pope Pius XI, when the headlines of all the daily papers were carrying that news, that she saw the foolishness of her attitude. This was pride again, but more justifiable.

Another case was that of a boy who had to have attention, and his way of getting it was to tell very interesting stories! One day during a penmanship class as I went

from desk to desk, I discovered a picture of Rudolph Valentino as the Sheik. I smiled, and "Mr. Seven-Year-Old" lost no time in grasping the opportunity. He said, "This is my uncle, Sister." "Is that so," I replied, "he's been dead some years, hasn't he?" That was the end of that boy's dissimulation to me, but if that incident had not happened I might never have known how he strove to impress people at the expense of honesty and truthfulness.

These, of course, are only two instances, and can be supplemented from any teacher's experience by many, many more examples. There are some children who must be taught respect for authority, and respect for Religious, particularly. There are others who should learn thrift, loyalty, promptness, diligence, etc., *ad infinitum!* However, these cases must be treated individually.

A Self-Rating Experiment

The following method was inaugurated with a class of thirty pupils in grades three and four, as a group experiment. To establish the class socially, I began the school year of 1938 by announcing that each child would give his own conduct rating each evening before dismissal. The ratings were letters A, B, C, D, and F, equivalents of excellent, good, average, fair, and poor. At first, the worst offenders were reluctant to admit their failure, and would usually say, "I don't know what I deserve," but if left standing a few minutes to think, or assisted to recall a certain misdemeanor, they soon acknowledged defeat. Some gave low ratings when they had done nothing, but conformed all day, and these had to be encouraged to be honest. Others became brave enough to ask if they had shown improvement, and while it took some time

in the beginning, it was well worth the time and trouble.

At the end of the month the greatest number of letters found on the child's card was the mark given on the report card. Also a vote was taken in each grade for the outstanding child. The voters were warned that personal feelings were not to influence the vote, and it was astonishing to find that the very children who might have been chosen by the teacher, were elected by the children. Those winning the award were given a prize and their names were placed upon an honor roll, thus giving them prestige. However, the rule prevented the winners from accepting the prize two months in succession.

Some may object that the child's having to admit guilt in the presence of the class is humiliating. It was not intended to be so. No child was asked for a public admission of mental ability, physical handicap, or financial standing (the parent's responsibility); but if a child had the boldness to be impudent, to interrupt a class, or to perform some other act of mischief, then why shouldn't that child have been made to admit it before the class? Our Divine Saviour practiced humility by humiliations and He subjected His dearest friends, the Apostles, to them as well.

To return to the experiment: Scholastically there was a big improvement, not only because there were fewer misdemeanors and better concentration, but chiefly because dependability was developed in the group. If left alone they continued their work unsupervised, because they were their own masters rather than their "brother's keepers." Their frankness about their poor subjects at the end of the school year was a revelation to me. One

boy said (before the class) that he hoped to improve his "combinations" during the summer. Another girl admitted that reading easy books at the library would be the best occupation for her during the summer.

And last but not least where did we get spiritually? This is where the "hundred-fold" paid dividends in this world.

Learning to Practice Religion

It has been my personal observation that so many Catholic schools unwittingly produce children who profess a religion of memorization rather than religion of utilization! — that children who recite glibly the answers in the Catechism fail to use them in their daily life. Moreover, prayers frequently are for the teacher and not the child. I felt that this was my fault because I had conducted them instead of letting that be a part of the child's day in school. As an innovation I assigned a boy to give out morning prayers. At noon I gave the Angelus to another pupil. At the afternoon session another one led the prayers and at evening dismissal someone else gave out the Acts while all said them in unison. At first "only the brave" wanted to give out prayers, but before very long even the most timid child asked to be permitted to say them and before long prayers were assigned each week just as other tasks about the room were appointed.

The Church at one time depended upon the parents to instruct their children, but now it is the other way round. If a child knows the Blessing before Meals and the

Grace after Meals so well that he can give it out publicly at school, why not encourage him to ask permission to give it out at home? Many parents do not have family prayer because they were never accustomed to giving out prayers and feel self-conscious in doing so; in other cases the parents do not know any prayers except the Lord's Prayer and the Hail Mary. Moreover, very few parents would say, "No," to a child who asked them to join him in reciting the Rosary or Litany.

In the home of one of my pupils, each evening before the study hour, the boys take turns giving out the Rosary. The baby in the house goes from one to the other asking, "Are you prayin', Daddy?" "Are you prayin', Mummy?" When assured that they are, she sits down quietly until prayers are finished. A sweet picture, but a rare one!

Appropos of Holy Communion

There is no better aid to the task of guidance than the reception of the Sacraments by the children. Children take confession more seriously than adults. And as for the Holy Eucharist, so much precious time is lost. Most schools have prayers and hymns during the children's Mass, and there is no better preparation; but Thanksgiving, if it is not fostered, becomes a lost art. After a child makes his First Holy Communion, it often happens, there is no more instruction along that line, and this is where the child needs a guide. First a child should be taught to go to and return

from the altar rail with hands joined and eyes lowered. Secondly the child should try to keep its eyes down while spending the first intimate moments with our Divine Lord. After a while distractions will come, then the recitation of The Prayer Before a Crucifix, and the *Anima Christi*. A prayer for generosity can be said privately or publicly, but I think it means more privately and is a better lesson for future life. Regardless of how quickly Mass is over, teachers should emphasize that a few moments ought to be spent afterwards, and that is the ideal and customary time for the five Our Fathers and Hail Marys for the intentions of the Holy Father.

Reward a Hundredfold

In conclusion let me say that it is my greatest hope that any Sister who begins guidance in the grades (truly an arduous and exacting task) will receive her reward as I did. One morning before school, a boy whom I considered a bit difficult to handle was talking to me as I arranged my desk. He picked up a picture of the Blessed Virgin to enable me to put something where it had been. He looked at the picture intently and said: "Gee! She's swell, she gives me darn near everything I ask her!" I was amazed. Before me stood a modern version of Blessed De Monfort, a boy who had found his way to "Jesus through Mary." I felt extremely happy, because this boy was a soul that had been given guidance in the lower grades.

Home Economics: Catholic High Schools and Federal Aid *Rev. Thomas A. Ryan, M.A.*

AROUND the principle and foundation of domestic society, termed by Pius XI "chaste wedlock," the Church has thrown the cordon of her sanctions for the preservation of "chaste wedlock" and of family life built upon it. But the Church's method is not merely to state her laws on the false principle that a knowledge of them effects virtue; rather the Church expects practical instruction in matters conducive to family life so that some degree of success may be hoped for. Rightly, therefore, might Christian education be challenged as an expected means of instruction for the preservation of the home. Nor is Christian education lacking in its extension for, as Pius XI has stated, "Christian education takes in the whole aggregate of human life, physical and spiritual, intellectual and moral, individual, domestic and social — to elevate, regulate, and perfect it, in accordance with the example and teaching of Christ."

Too frequently, however, our schools seem to underestimate the importance of training in those commonplace, routine,

EDITOR'S NOTE. This article raises an interesting problem, includes a plea for federal aid for homemaking courses, and offers some suggestions for an effort to secure it. We welcome discussion of the proposal.

practical matters of everyday domestic living that might help foster the preservation of the family. Too frequently, the aim would seem to be the development of college professors, priests, businessmen, scientists, stenographers, Sisters, and social workers with insufficient regard for the practical matters of competent management of household affairs.

The need for training in these homely matters is manifest. Frequently have they been at the bottom of family difficulties. Decades have passed since parents trained their sons and daughters in them. The public schools now are giving such training — on whatever philosophical basis. The rank and file of youth of Catholic

high schools are not receiving it and must face a complex world and its burdens and problems, less suitably trained. Our Catholic high schools owe it to youth to prepare them for Christian living which extends to the kitchen, the nursery, the market, as well as to an operating room, pulpit, or stock market: "Christian education consists essentially in preparing man for what he must be and what he must do here below in order to attain the sublime end for which he was created" (Pius XI, *Christian Education of Youth*).

How unfair it seems to condemn youth for its mistakes and its departures from Christian living when practical training in this living has been denied it! From this viewpoint the acceptance of the specious appeal of the rabble rouser can more easily be understood.

Christian schools, however, have not been negligent in attempts at domestic instruction. They have realized that it is commendable and within the scope of Christian education to foster training that tends to fit a girl to become a good house-

wife and mother, a boy to be a good husband and manager. In accordance with the aim of Christian education, Catholic secondary schools throughout the United States have conducted classes and courses in home economics which would help prepare men and women for living family life, that would help by natural, homely methods to preserve domestic society. Rev. John J. Rooney, Ph.D., in his study: "Curricular Offerings of 283 Catholic High Schools in the United States," made in 1931, discovered that a start at least had been made in courses in home economics throughout the country. Of the 283 schools studied, 145 offered some type of course in home economics consisting of one or more of the following subjects: domestic science, clothing, foods, millinery, home-making, sewing, etc. A more recent survey made in 1937 by the department of education of the National Catholic Welfare Conference—still unpublished but available at 1312 Massachusetts Ave., N.W., Washington, D. C.—shows greater interest particularly through the larger number of different courses offered which include first aid, treatment of minor illnesses, social family relationships, "general information that tends to fit a girl to become a wife and mother," etc. By these efforts the Christian schools manifest their interest in the needs of the young people of the time.

The disheartening note is the admitted but regretted inability to extend this type of instruction because of limited finances. Although the public high-school systems are aided in their work by federal funds, children attending Christian schools have been deprived thereof. The Federal Government long since has realized the necessity of fostering a type of instruction that would help preserve the family, the backbone of the American or any nation. On February 23, 1917, the 64th Congress of the United States approved the Smith-Hughes Act which would provide for the promotion of vocational education by the states through the furnishing of the financial necessities to the extent of 50 per cent of the total expenditure of each state for teachers and teacher training for education of a vocational nature that would include agriculture, the trades, industries, and home economics. Subsequent federal legislation has made this act permanent.

To prepare for the "responsibilities in homemaking" is stated as the controlling purpose of vocational education in home economics in the U. S. Office of Education's publication: *Statement of Policies for the Administration of Vocational Education* (latest edition, February, 1937). It is a most worthy purpose and quite within the right of the government to sponsor such education. It might well be considered a means for the promotion of the "common temporal welfare" which consists in the peace and security required for the enjoyment of spiritual and temporal prosperity and for the free exercise of family and individual rights and which promotion is the purpose of the state.

Why do not Catholic high-school children share the benefits of this federal aid? The manifest right of parents to send their children to religiously conducted schools has been upheld by the Supreme Court on two noteworthy occasions: *Pierce v. Society of Sisters* (278 U. S. 510-535, 1925) and *Meyer v. State of Nebraska* (67 L. E. 1042; 262 U. S. 390, 1923). Yet the fullness of their rights as citizens has been denied these Catholic children. "The Church in her motherly prudence is not unwilling that her schools and institutions for the education of the laity be in keeping with the legitimate dispositions of civil authority; she is in every way ready to cooperate with this authority and to make provision for a mutual understanding should difficulties arise" (Pius XI, *Christian Education of Youth*, p. 9). Is it not the duty of the state to assist and encourage the efforts of the Church and of the family in the great task of education? Has not the state the means for this help which in the final analysis is safeguarding its own existence? The Church's restriction upon the aid of the state is that the supernatural destiny of man be in no way impeded but assisted. Such, surely, is but a most reasonable demand upon an institution that aims at the "common temporal welfare" since the supernatural plays so important a part in the temporal welfare of reasonable men.

The Smith-Hughes Act reflects to some extent, in one paragraph, the perennial bogey of the separation of church and state which has been the excuse for intolerance to children attending religious schools. Section 17 of the organic act states: "No portion of any moneys appropriated under this Act for the benefit of the states shall be applied, directly or indirectly, to the purchase, erection, preservation, or repair of any building or buildings or equipment, or for the purchase or rental of lands, or for the support of any religious or privately owned or conducted school or college." It is not for the support of any religious or privately conducted school, but for the benefit of American children attending such schools by parental right that the Smith-Hughes Act should be applied.

The Act further demands "that in order to receive the benefits of the appropriation for the salaries of teachers of trade, home economics, and industrial subjects a state board of any state shall provide in its plan for trade, home economics, and industrial education that such education shall be given in schools or classes under public supervision or control, etc." The meaning of the phrase "schools or classes under public supervision or control" is of wider connotation than mere physical public schools or classes in a public school building. The broader meaning is evident from a statement of policy approved on February 1, 1936, and printed in the latest edition of *Statement of Policies for the Administration of Vocational Education*, page 55, wherein the Federal Commission for Vocational Education approved condi-

tions under which a public school system may be justified in establishing training programs within a *private industrial plant* during the working day at *public expense* for which federal reimbursement may be granted. It is the opinion of the federal Commissioner of Education, expressed in a letter to this writer, dated July 27, 1939, that classes in vocational education might be conducted on a similar basis in free Catholic high schools as long as the required conditions for classes in the industrial plants were fulfilled. It would thus be possible—from the federal viewpoint—for children attending Catholic high schools to participate in the federally aided education that would train them for home-making, as well as for other vocational fields.

Public supervision or control regarding a program of vocational education is evidenced according to the *Statement of Policies for the Administration of Vocational Education*, page 55, by:

a) The fact that the local school officials have furnished satisfactory proof that—

(1) The training is organized and maintained in response to public need.

(2) The interest of the persons enrolled in the training program is the chief consideration.

(3) The program is generally recognized as a part of the public school work of that community.

(4) The determination of matters such as the selection, qualifications, and salaries of teachers; content and length of courses; admission of students; supervision of instruction, and all other details of the training program are vested in officially designated school officials who recognize and admit their responsibility.

b) The fact that the teachers engaged in training in the industrial plant are being paid by the same procedure and through the same sources as such teachers would be paid if teaching in public school buildings.

It is the opinion of the assistant Commissioner of Education (federal) in charge of vocational education that all things being equal, free Catholic high schools would fall in the same category as the "industrial plants" mentioned in the quotation above. Catholic high schools might therefore have conducted in them, by public school teachers paid and supervised and controlled by the public school system, classes in vocational education. Federal funds of the Smith-Hughes Act would be available for reimbursement to the state which provides these vocational-education teachers.

It is likewise apparent from the Commissioner's letter that "the requirements of the state plan of the state in which the school or class is operating" must be met. Classes or schools under general Catholic auspices must therefore be part of the individual state's program and have the approval of the department of education of that particular state before any consideration may be given for federal reimbursement. It is therefore evident that the matter lies with the department of education of each state and it is with

this department that Catholic high schools must deal so that Catholic children may enjoy the rights of citizenship in the matter of vocational education whether this latter be in agriculture or in home economics.

Three suggestions might be offered toward facilitating cooperation between the state and privately conducted free high schools:

1. An equipped Catholic high school might obtain accreditation as an annex of a public vocational high school which latter would conduct the courses in home economics, etc., with teachers from its own school.

2. Since many private schools are re-

garded as part of the public school system in many matters, this recognition might be interpreted as including vocational courses and in this case the public school system might then supply the teachers for the home economics, etc.

3. Legislative enactment might be initiated that would once and for all time settle the question. Perhaps, however, this would not always be necessary as misinterpretation of the federal Act may be the basic cause for the unfairness to Catholic high-school children.

Because of the complexity and strain of modern times, the need of the hour seems to be a more widespread form of education

that would in part fill the deficiencies of modern home life. The home itself is not doing so. Financial conditions render impossible the full desire of the Church. It is therefore, incumbent upon the state to cooperate with these agencies that family life and the sacredness of the family be preserved. Upon such preservation depends the preservation of the American Nation. Opinions have been given that the Smith-Hughes Act can offer some cooperation in this regard. It is for Catholic schools to secure this cooperation for the sake of the family, of the individual, and of the state that all may give glory to God, each in its own proper sphere.

Drill and Repetition in Teaching Latin*

Rev. Clarus Graves, O.S.B.

PROFICIENCY in language rests to a very great extent upon the ready response of the mind to resilient linguistic habits. What is a habit? Any habit is the resultant of a repetition of the same act. How many times must any unit of language be met by a pupil, young or old, before we can be assured with any degree of certainty that this linguistic unit has been assimilated? This naturally differs widely according to previous background, acquaintance with the accident of language, I.Q. rating, and native aptitude for the decipherment of thought in a foreign tongue. But I should like to submit for your consideration the following statement: "The fundamental need of repetition and drill has been woefully neglected in the American methods of teaching Latin, and if we are to succeed in placing Latin upon the time-honored pedestal that has been its rightful heritage throughout the centuries, whatever the method we employ, these methods must have one common denominator; namely, *repetition*." *Repetitio est mater studiorum* is as true today as it was yesterday, and will also ring true as long as the darkened intellects of children of Adam grope for gleams of understanding.

Our mother tongue, English, is so barren of inflection that the first-year pupil of Latin finds the very fact of inflection a momentous difficulty. In my opinion, this has, to a great extent, been either entirely neglected, or at most it has been recognized with no ensuing remedial action. To study Latin, therefore, for an American pupil, is a much more difficult problem than it is for a Spaniard, an Italian, a Frenchman, a German, a Russian, a Pole, a Bohemian, or any other nationality (*Sorbonne*). Research into the origin of texts in use up to today will point to the fact that American texts are traced back to a continental European source. But the mother tongue of that European source was a highly inflected language, judged from the English viewpoint. For example, the very fact that "table" in the sentence, "I see the table" undergoes a change in the Roman tongue, is something so foreign to the American pupil that it is fairly astounding. When we add the fact that it is feminine in gender, that its qualifying attributes become likewise feminine with like modification of case ending, and change again if it is plural, the bewilderment grows. Thus is unfolded before his unexer-

cised mind, linguistically speaking, such a complex organization of varied manipulations that Latin grammar becomes a labyrinthine snarl of "musts," "don'ts," and "remembers." From the American pupil's standards of self-expression, for instance, I could list 37 distinct units of difficulty in the present indicative of the first and second conjugations.

Now the point I want to make is this, that if the young mind, or old mind for that matter, is to become at home with each of these linguistic oddities, this mind must meet each of them, and not too many at a time, repeatedly, many times, until it has habitually become accustomed to the functions each performs. When, as in Latin, these units are by nature structural, each one contingent upon its predecessor, clarity of comprehension and recognition will result only when there is a high repetition. And this is drill. I claim that the texts we have had to force the pupils to handle in the past are woefully deficient in giving this necessary repetition, whether viewed as vocabulary or as grammar. As I see them, expecting these texts to fill efficiently the role demanded by thorough assimilation of the highly inflected Latin, with such a sparsity of drill and repetition is expecting the impossible. This becomes the more patently unrealizable, when we consider how wide the scope of material these texts present within the number of class hours to be digested. The German gymnasium in its first four years of Latin (on a par with our high school prior to the Nazi regime) with the much more highly inflected German language as a background, required 8 periods a week, 50-minute periods for first- and second-year Latin, and 6 periods of 50 minutes each week for third and fourth years. These American texts with a ridiculously low count of repetition and drill aim to accomplish these same ends in a 5-period week. By way of count, the German system in first Latin calls for 36 weeks of 8 hours—a total of 288 hours, the American of 5 hours a week, total of 180, or 108 hours less. If we carry the German surplus through for its four years, over the American number of hours, we see that the German boy and girl at the end of four years has taken Latin 12 weeks less than two

whole years more than the American. The Germans, we must admit, recognize more justly the inflectional difficulties of Latin, and of the time needed to digest them—and all this with their highly inflectional mother tongue as a basis upon which to build. Comparative data using French, Spanish, or Italian, themselves in origin based on Latin, to a great extent, would be even more impressive in showing how much our American texts expect to do with so little. (Spanish newspaper with Franco's educational syllabus, including Latin throughout six years.)

Have I exaggerated the paucity of repetition and drill as embodied in current popular texts? I have tabulated chapter excerpts from six of them and have them here for your inspection. (Distributed mimeograph copies.) All that remains to supply requirements for learning these units is a call, for example, to conjugate such a verb in such a tense, or decline such a noun—not, you will agree, the best method to learn a linguistic form—or the teacher must compose supplementary drill, or have the pupils pay to purchase an extra pad of drills.

The question may be asked: "Why this deficiency of drill in these texts? My answer would be that the recommendations of the Classical Language Investigation Committee some 10 years ago were followed by a tendency of authors of Latin texts to go to extremes, beyond all reasonable bounds, in the matter of realia, Roman history and culture, and English helps from Latin. So much so, that today the foundation classes for learning Latin have been burdened with teaching ancient history, natural ethics, and English. If such is the case, how have time to teach Latin, this highly inflected tongue? In my judgment, such an attitude toward teaching Latin, far from attracting the student to delve further into the language, imparting but a thin layer of acquisition of Latin quickly melted and quickly evaporated, defeats its own purpose. Let not such objectives fool themselves—the most potent motive for further development in any branch of knowledge comes from the satisfaction and enthusiasm of having mentally mastered a unit of that knowledge. Such a mastery opens new vistas of future possibilities, and the urge is on to step higher in Latin, to rise to the realms of the classic authors. And let us not fool our-

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selves—the American boy and girl is no exception. Moreover is not the *future* for Latin indeed *dark*, when we remember that the few who are later to become *themselves teachers of Latin* have had *such a sandy foundation*?

To pass on to the second phase of my paper, from the negative to the positive. Is it possible to have high repetition and extensive drill, copious selections of interesting reading material, well graded, realizing the main objectives of the Classical Investigation Committee, but always subsidiary to *learning Latin*, and do all this in five periods a week? Answer: Yes.

Vocabulary

If the item of *Vocabulary* were canceled, surely hypothetical in the extreme, I admit, the amount of drill that could be taken in 20 minutes would be surprising. Nay, if it were taken *orally*, some 50 or 100 units of not more than two or three mental operations, it could be accomplished in 5 minutes! To make this clearer, imagine, if you can, the units of Latin grammar being drilled in the *English Vocabulary*! Could this not attain a satisfactory speed? To illustrate, although it be so chimerical as to sound almost nonsense, supposing we teach that the imperfect or past progressive tense in Latin expresses something that was going on in the past, or used to be or happen, and that this idea was expressed by the Romans by appending the endings, *-ābam, -ābas*, and so forth, to the verb. Can you not visualize a normal class speeding up from a slow first or second example to a rapid-fire eleventh or twelfth? I shall try to echo a class taking a drill on the imperfect active, first conjugation.

Imperfect Tense in English

1. he was working
2. she was reciting
3. he was looking
4. she called
5. he used to hurry
6. they were showing
7. they used to plow
8. they fought
9. they used to adore
10. they were adorning
11. I used to live
12. I used to prepare
13. I was swimming
14. I visited
15. I was flying
16. we were weeping
17. we blamed
18. we were dining
19. we helped
20. we announced
21. you (s.) were giving
22. you (s.) refused
23. you (s.) devoured
24. you (s.) sailed
25. you (s.) were approaching
26. you (p.) sang
27. you (p.) were carrying
28. you (p.) used to stand
29. you (p.) shouted
30. you (p.) were walking
31. he was plowing
32. you (p.) hurried
33. we were looking
34. they swam
35. they used to shout
36. you (s.) visited
37. we praised
38. I lived
39. you (p.) were announcing
40. they were putting to flight
41. he used to arm
42. we fought
43. you (s.) demanded
44. I was despairing

45. you (p.) were separating
46. they spotted
47. we used to implore
48. I was helping
49. he was sailing
50. you (s.) dined

Imperfect Tense in English with Latin Endings

How long would it take to go through the following drill if the *Vocabulary* burden were zero? Let's time it!

- | | |
|---------------------|-------------------------|
| 1. work/ābat | 26. sing/ābātis |
| 2. recite/ābat | 27. carry/ābātis |
| 3. look/ābat | 28. stand/ābātis |
| 4. call/ābat | 29. shout/ābātis |
| 5. hurry/ābat | 30. walk/ābātis |
| 6. show/ābant | 31. plow/ābat |
| 7. plow/ābant | 32. hurry/ābātis |
| 8. fight/ābant | 33. look/ābāmus |
| 9. adore/ābant | 34. swim/ābant |
| 10. adorn/ābant | 35. shout/ābant |
| 11. live/ābam | 36. visit/ābas |
| 12. prepare/ābam | 37. praise/ābāmus |
| 13. swim/ābam | 38. live/ābam |
| 14. visit/ābam | 39. announce/ābātis |
| 15. fly/ābam | 40. put to flight/ābant |
| 16. weep/ābāmus | 41. arm/ābat |
| 17. blame/ābāmus | 42. fight/ābāmus |
| 18. dine/ābāmus | 43. demand/ābas |
| 19. help/ābāmus | 44. despair/ābam |
| 20. announce/ābāmus | 45. separate/ābātis |
| 21. give/ābas | 46. spot/ābant |
| 22. refuse/ābas | 47. implore/ābāmus |
| 23. devour/ābas | 48. help/ābam |
| 24. sail/ābas | 49. sail/ābat |
| 25. approach/ābas | 50. dine/ābas |

How about a drill of 100 forms with objective to get additional repetition of *vocabulary* in short sentences or phrases, realizing at the same time a repetition of *grammar* recently learned? How long will it take to shoot through this list of 100 units, if *Vocabulary* is mastered, and the mind is 100 per cent, or as near to that 100 per cent as possible, focused on the grammar endings?

A Rapid Oral Drill

To secure repetition of *vocabulary* and of *grammar* recently taught.

1. hi conviviae rustici
2. hae tabulae planae
3. haec verba dura
4. praesertim hi lecti
5. e subelliō sinistrō
6. propter cibum sumptuōsum
7. unus numerus
8. Copiae Romānae congregant.
9. Hi nuntii optime declāmant.
10. trans hos terminos
11. propter has cenas tardas
12. tabernae ultra terminum sitae
13. sine dubiō
14. copia subelliōrum durōrum
15. A dextra id locant.
16. Altera verba memoriā teneo.
17. Spectāculum sumptuōsum frequento.
18. duae cellae a sinistra
19. Verbis poetae multam operam do.
20. Igitur cur ridētis?

How many minutes were required for this drill? Multiply by five for the complete drill of 100 phrases.

1. these/i guest/ae rural/i
2. these/ae map/ae level/ae
3. these/aec word/a hard/a
4. especially these/i couch/i
5. out of the bench/ō left/ō
6. on account of the food/um expensive/um
7. one/number
8. The troop/ae Roman/ae assemble/ant.
9. These/i messenger/i very well declaim/ant.
10. across these (os) end (os)
11. on account of these (as) dinner (as) late (as)
12. the shop(ae) beyond the end situated(ae)
13. without doubt (o)
14. the abundance bench(ōrum) hard(ōrum)
15. to the right it place(ant).

16. The other(a) word(a) memory(a) hold(eo).
17. The show(um) expensive(um) attend(o).
18. two room(ae) at the left
19. Word(is) poet(ae) much(am) attention (am) give(o).
20. Therefore why laugh (ētis)?

If vocabulary is always mastered, teaching becomes smooth and easy, and pupils become enthusiastic about Latin. Furthermore, I claim that the measure of wealth for anyone in any language, English included, is the extent of vocabulary he or she *owns* in that language, and that we cease *learning* that language when we no longer add to our fund of words or idioms. Let third- and fourth-year classes take note; nay, let graduates who use the language take note.

If mastery of vocabulary is a *conditio sine qua non* of rapid progress in thorough assimilation, what can be done to aid the pupil in learning words? It is true that learning words from *word lists* is not the most effective way but under our present schedule of limited hours of contact with our pupils, learning words from word lists is a great help toward other means. What can be done as vocabulary aids: (1) New words should be introduced in class, on the blackboard, for first hold on same. (2) Vocabulary drill should find its place daily in class. (3) Rapid drills for vocabulary repetition should find a place throughout the Latin course, year after year, even while studying the classics, in which classes *idioms* play a prominent role. (4) The use of vocabulary flash cards can hardly be over-emphasized. (5) Frequent short vocabulary tests, with periodic longer tests covering the review of words: (6) Words must be known from English to Latin, if security of retention and aptitude of rapid recall are to be expected.

Drills

(1) They should be *copious*. A linguistic unit does not become a part of operative ability through simply a *clear understanding*, as a result of a lucid explanation, nor by meeting it *two or three times*, before a new unit goes through the same procedure. As a minimum it should be from 10 to 20 times. (2) Although a great portion of drills may be oral, a certain percentage, embracing all the operations touching upon the unit, *must be written daily*, if the linguistic habit is to become *permanent*, with a reasonable aptitude of recall. (3) Homework assignments of written drills should be corrected, as a rule, in class, and by the pupil himself who writes the drill. More good is accomplished by the one who has made an error in correcting the error himself, as soon as possible after making it, before building new material on erroneously grasped previous material. While picturing to ourselves the pupils correcting their own homework, let it be borne in mind that *drills* are not *tests*, nor *written examinations*. (4) A good percentage of the oral drill may be choral, all pupils responding together. A pupil cannot use his eye, ear, and tongue in drill, and at the same time be but a passive, abstract auditor to his neighbor's recitation. A dissonant voice can quite readily be detected by the teacher in such responses. This method of choral procedure should vary with individual response.

Economy in Class Hour Time

(1) Vocabulary flash cards. (2) Lesson charts. (3) Multicopy vocabulary tests, followed by three or four very brief English-to-Latin units containing the grammar material of the last class hour. (4) Check-up sheets.

Teaching Latin Word Order

A pupil may have garnered in a copious store of Latin vocabulary, and be well versed in Latin syntax, and yet translate the Latin context with only painful, analytic labor, attended by a process of reading and rereading the succession of the words again and again. Such was the reaction I received from a class of Cicero to which I was assigned some eight years ago. I readily perceived that the placement of Cicero's words within a sentence, judged from English placement of words, was the cause. I came to the conclusion that even though the fundamentals were well grounded in the pupil's mind, with a quick recognition of syntactical functions, and this coupled with a sufficiently rapid solution of the meaning of individual words, if the pupil were ever to progress by gradual steps from the simple Latin to the more complex, he must be taught the rudiments of *Latin rhetoric*. In short, Latin should embrace three component parts, all three essential; namely, Vocabulary, Syntax, and Rhetoric. I spent the next two years in leisure time (not so much, for what teacher has leisure time?) in tabulating from all types of Latin, classic and ecclesiastical, for high frequency the more common rhetorical constructions, those effecting *Unity*, *Coherence*, and *Emphasis*. Having determined which of these constructions were in order of high frequency, I decided to teach them gradually from first-year Latin upward throughout my four-year texts.

As a foundation for teaching *abnormal* word order, I insisted in my first-year text that the pupil adhere to the *normal* word order of a Latin sentence; namely, Nom. (Subject), Dat. (Indirect Object), Acc. (Direct Object), and Verb, leaving them an option for placing ablative phrases and adverbs, but letting the dependent genitive fall into its English usage after its noun.

As soon as the pupil meets the past participle in first Latin, he is taught the first, the highest frequency occurring of these rhetorical constructions, that which I have called the *Split Construction*. He is shown how the Roman secured *Unity* by splitting the noun and its participial modifier, and placing in between the two *all-dependent phrases* and words.

Example:

"*urbis magna a copiis Rōmanis nuper capta.*"
"the city (noun) . . . captured (past participle)"

The second-year text opens with this construction, adding the use of the *present* participle, instead of the *past*.

"*liberi cum amicis prope litus ludentes*"

These constructions, of which *six* are taught and drilled, Latin to English, and English to Latin, during the second-year text, brought astounding results, both in the pupils writing Latin that was Latin-Latin, and not English-Latin, but especially in the speed with which the Latin reading selections were handled bringing naturally a much larger bulk of reading matter. Additional constructions are taught in the third-year text, and still more, those peculiar to Cicero and Virgil, and not touched upon yet, in the fourth-year text.

If you should like to know which are these constructions of rhetoric, and what function they play, here are the first six:

I. Split Construction (*Unity*)

"*urbis magna a Rōmanis nuper capta*"

II. Hinge Words (*Coherence*)

Qui, quae, quod; hic, haec, hoc; ille, illa,

illud; adverbs of place, time, motion, etc.—any one of which refers to the preceding sentence in the paragraph, very frequently translated by the personal pronoun "he, she, it, they." This was necessary in the Latin tongue, since very frequently the *subject* is contained only in the *verb*, which is far removed from the rest of the sentence.

III. The Preceding Genitive (*Emphasis* and *Clearness*)

"Fratris, poculum, quod sumpsi." There are many other uses for the preceding genitive in Latin, but these two suffice for the second-year stage of Latin.

IV. Modified Noun with Preceding Genitive (*Unity*)

"*parva principis casa*"

V. Preposition followed by Preceding Genitive (*Unity*)

"*Sine copiārum subsidio*"

VI. Reversal of position of Subject or Verb (*Emphasis*)

"*deinde cum comitibus in hortum cucurrit Marcus*"

What Did Teacher Learn in His First Year?

Paul Scott Stokely, B. A.

EDITOR'S NOTE. We publish this article primarily because we wish to encourage teachers—particularly beginners—to plan and carry out an appraisal of their experience. Such a practice would not be a bad thing for any teacher, even the most experienced. An effort to pass on the good result of any individual experience is commendable and should be encouraged. If all our teachers' experiences were appraised—even self-appraised—an educational revelation for the good would be under way.

FEW situations are met with as much enthusiasm and high idealism as a young man's or woman's first year of teaching. Young teachers approach the new task armed with a degree and fortified with an amazing amount of confidence in the pet theories of Professor So-and-So for handling all the problem situations that one small classroom could possibly afford. But the writer has just finished his first year of high-school teaching and has learned among other things to rely swiftly upon the Holy Ghost when Professor So-and-So's pat little plans seemed pale and wraith-like when one tried to conjure up a solution to a very real and red-blooded situation. Not that any attempt is being made to discredit courses in education. They are basically sound and helpful. But human nature, being the faceted and evanescent challenge to philosophers that it is, precludes stock solutions for the simple reason that there are no stock situations. That is why in a profession that deals with human beings in the plastic stage, the only way to learn to deal with them is to meet as many adolescents as at many different points as often as one can gracefully do so.

Looking back over thirty-six weeks of work a person is bound to come to some rather definite conclusions. To air these conclusions for whatever benefit they may be to other teachers, especially those about to begin their first year, is the purpose of this brief paper.

First of all, the writer is a layman and the only male member of the faculty of a small Catholic high school. The pastor has no assistant and his time is taken up chiefly with administrative duties. The athletic coach generously donates whatever time he can spare from the occupation in which he must make his living. Yet there is in the mind of most high-school boys an almost instinctive regard

for and reliance upon men and their way of doing business. There is no doubt but that this confidence is often misplaced. True, too, is the fact that our Catholic Sisters take a keen and lively interest in the spiritual, scholastic, and social welfare of the boys as well as that of the girls under their charge. But this all leads to conclusion number one. Some means ought to be provided to give grownup boys the chance for the stimulating counsel of the "man-to-man" situation.

Remote and Immediate Preparation

With regard to teaching one's subjects, the writer has come to a few but important discoveries, largely through the devious route of trial and error. First and foremost, he discovered that in secondary schools you do not teach subject matter to the degree that you teach people. Nevertheless do not try to teach without a textbook.

Then there is the gnawing pursuit of lesson plans. But be advised that poor lessons are lessons poorly planned and you cannot blame that upon your pupils. In an effort to do lesson plans up a month in advance, be careful of making units that are too long. Adolescent interest is a fickle thing. Beginning teachers are haunted, too, with the issue of covering so much material in a given length of time. In your eagerness to cover the ground do not substitute a drawing out of the pupil with a "pouring out" of information by you. This is a big temptation at times, but, when the young hopeful fails to grasp the situation, keep after him with leading questions. Prefer to leave some of the course untouched rather than to teach important topics sketchily.

Teach Self-Discipline

Looming high in the prospective horizon of the new teacher is the problem of discipline. Our professors tell us that in the face of dynamic, masterful teaching, the problem of discipline withers away to nothingness. But since in every high school there are some pupils who are there for almost any other reason than obtaining an education, the necessity of discipline is always with us. Do not lose your temper! If you cannot control yourself, you cannot expect to modify the conduct of others. Adolescents are sensitive and hate sarcasm and partiality. They are quick to sense unfairness on your part, even before you may be conscious of having offended. Avoid the biting remark and the favored child as you would avoid poison.

If given a chance, boys and girls will set up their own standards of conduct. Let them do some criticizing, of one another, the school,

and of you. Out of that, and with guidance, they will be unconsciously setting up standards to which they will feel impelled to subscribe because they were self-imposed. Such methods are not as efficient as a teacher dictatorship but self-discipline is the keynote of every individual's salvation as well as the greatest safeguard to our democracy. Do not be nagging in your criticism. Aim at perfection but do not expect it. That growing boy, rapidly approaching six feet, is undoubtedly cramped by forty-five minutes in any school seating arrangement. You can look the other way for a while if he chooses to stretch his long legs in the aisle. Strive for a hominess and sociability in the classroom. But, from the first day fight such disorder as talking out of turn, smart remarks, and cuffing. Nip such cases in the bud. Allowing such things to pass unnoticed even once may portend a trying year.

The Pupils' Friend

Guidance is the work and duty of every teacher. It should not be left to one particular person or one particular part of the program. Whenever the opportunity for guidance presents itself the good teacher will seize upon it. However, do not fancy yourself to be omniscient. Boys and girls can usually answer their own problems. What they want is some-

one to listen to them. The adult world is usually too busy to listen seriously to the trivial things which to the adolescent are of such tremendous importance. Our task is to listen with kindly attention, keen interest, and occasionally to present the problem back to the pupil in a new perspective which will permit him or her to see the answer. Your interest and sympathy are the portion of each of your charges. But avoid laying it on too thick.

Has the year left the writer many rewards and satisfactions? It has indeed. But most of them are the intangible things which are so hard to express. However, they are all tied up with the idea that in comparison with human beings possessed of immortal souls, bronze monuments, marble sculpturings, and cathedrals are perishable utilities. To help one human being to see more clearly the relationship which exists between him and his Creator and him and his neighbor is a holy privilege but a task demanding every drop of our creative skill and vigor. To enable youth to see down new vistas of thought and happiness in avenues formerly closed is a task which will never reward you with a bank balance of a million dollars. But somewhere along the way you will receive the grateful smile and shy hand-clasp of a young man or woman which will be pay enough.

Musings on Galileo—II

Galileo's Contemporaries

Present-day people are inclined to think that when the condemnation of the hypothesis of Copernicus became known, the whole world was filled with gloom. Nothing is more incorrect. The masses had never taken much notice of it, and if they did they now thanked God for this clear statement of what everybody then held as Christian truth. Among the educated, those who understood the new hypothesis with its complete lack of arguments, could only give their intelligent consent to the Church's decision. The blind advocates who may have expected that Rome would accept as full truth what nobody could prove, may have fallen into some sort of wholesome gloom and despondency. All those who in any way busied themselves seriously with the sciences, must have found in the condemnation of Galileo a forcible reminder of the greatest principle of scientific progress; namely, that nothing be admitted as fact that is not supported by genuine factual proof.

Let it be stated again that after his condemnation, Galileo, while a "prisoner" in his own villa, made several important inventions and discoveries even in the world of stars.

The leaders of the Church were willing to accept a real, genuine, undoubted result of scientific investigation. True scientific facts are always honored by the Church, because God cannot reveal anything by nature in contradiction to what He reveals by faith. But here was no such real, genuine, undoubted scientific fact. Here was nothing but an unproved theory, though distinguished by consistency and simplicity. Later on, after scientific proofs had been discovered, the theory ceased to be a theory and became a fact. From that time on the heliocentric system was a full-fledged piece of natural revelation, which could not be contrary to any part of supernatural revelation. There was now a very valid reason to change the interpretation of the expressions, "the sun rises," etc., from

the literal to the figurative meaning, which, after the full physical truth concerning these phenomena was known with certainty, could be done without injury to the Word of God.

We still use these age-old phrases in our daily life; and not only we who are laymen in the grand science of astronomy, but the very astronomers themselves. As we speak of the rising and setting of the moon, so they speak of the rising and setting of all and any of the heavenly bodies. Rising and setting in reality refers to the moment when the surface of the earth is so turned, that from the point where we stand the sun or moon or some particular star becomes visible or ceases to be visible.

Cardinal Bellarmine's Advice

Cardinal St. Robert Bellarmine says somewhere, that the whole discussion of the Copernican theory should not have come before the ecclesiastical authorities at all. It should have remained entirely in the hands of the professional astronomers. We may ask the question, what would have happened, what would the Church have done, if that policy had been followed—if the astronomers had quietly pursued their studies without, as Galileo did, taking the whole world into their confidence? In due time the true arguments for the movement of the earth would have been found, perhaps sooner than at the dates now given. Astronomy would have stepped out of its observatories and announced the victory of the heliocentric system. In all circles there probably would have been some

astonishment. Many ecclesiastical-minded people would have been dumbfounded. But what could be done? There stood the proofs in their irrefragable force. So gradually the educated accustomed themselves to think in the terms of the heliocentric system. The uneducated followed slowly or not at all.

Some Catholic Authors

It is indeed strange that some Catholic authors, too, cannot bring themselves wholeheartedly to defend the attitude of the Church. Some of them expressly grant that there was no proof for the Copernican theory, and right after that they exclaim with dismay: "The Inquisition committed a deplorable blunder." We ask, Why? What should the Church have done? Proofs did not exist. Their complete absence made the heliocentric system simply a will-o'-the-wisp. Do we expect the Church authorities to have run after it? If we had lived at that time and, of course, with no more knowledge than the seventeenth century could offer, what would have been our choice? Certainly not that will-o'-the-wisp. There are, however, people who are indignant that the Church of 1633 did not guide herself by the knowledge of the twentieth century.

Or should perhaps the Church not have taken any stand in the matter? Well there was another side of the question, a much weightier one. The old system had been looked upon for a thousand years as a part of revealed truth. For so long a time those expressions of the Bible, such as "the Sun rises," had been considered as literally true, and the tendency to understand them differently appeared as a serious infringement of the most important rules for the interpretation of the Word of God. Moreover, it was the time when the doctrine of the Reformers, Calvin, Luther, etc., that everyone may explain Holy Scripture without the guidance of any spiritual authority, had taken hold of wide countries. Galileo and his friends openly acted according to this principle. It has already been stated that the alteration they proposed, considered in itself, was indeed a radical one, and yet was expected to be admitted without any proof of its necessity. The Church considered it her duty to put an end to this activity of self-appointed Biblicists and to defend the acknowledged interpretation against unwarranted interference.

The Catholic author I have in view—and there is more than one—calls the action of the Church deplorable. What was really deplorable was the behavior of Galileo and his friends, who boisterously and imperiously propounded the questionable doctrine, and his numerous foes who clamored for an ecclesiastical condemnation.

To complete the picture it must be stated that Galileo, after the so-called first process in 1616, had been forbidden to treat the Copernican theory any longer as a fact but merely as a hypothesis. This he had promised to do, but only to break his promise very soon most glaringly. Yet it had lasted seventeen years, until 1633, before he was hailed to the court of the Inquisition.

The Church held it was by far more important to defend the recognized interpretation of the Bible than to admit an as yet still merely theoretical rectification of the people's views about the movements of sun and stars. "The Church could wait for the elucidation of a physical system; but she could not allow a change in the accepted interpretation of Scripture, before the necessity of such a change was proved."



Masters of Contemporary Catholic Education

Francis de Hovre, Ph.D.

JOHN M. COOPER, D.D. (1881-)

Religious Pedagog and Sociologist



His Life: Msgr. Cooper was born November 28, 1881. After studying in Rome (1899-1905) he became professor of religion and later, professor of anthropology at the Catholic University of America in Washington, D. C.

His Works: *Birth Control; Human Welfare and the Monogamous Ideal; Fair Play; The Content of the Religion Course; Religion Outline for Colleges.*

Significance: It is especially as religious pedagog that Cooper acquired great merit. He has powerfully brought out the fact that religious instruction which is to bear fruit in the life of the adolescent should not confine itself only to truth and to Christian laws, but it must over and above this, adapt itself to the psychology of the adolescent. Cooper has made this point clear in his *Religion Outlines for Colleges*, which also contains a program for a course in religion.

MARCEL JOUSSE, S.J., (1882-)

Director of the Paris Rythmo-Pedagogical Laboratory



His Life: Marcel Jousse was born in Paris in 1882. He studied mathematics and physics, then languages under Rousselot and Junot and, later, psychology under Janet and Levy-Bruhl. He is a professor of anthropology and lecturer at the Sorbonne and the College of France.

His Works: In 1925 appeared his *Studies of Linguistic Psychology (Etudes de Psychologie Linguistique, Beauchesna, Paris)*. He also wrote studies on various subjects for periodicals.

Significance: 1. Jousse's work signifies a reaction against the great mistake of modern psychology, linguistics, stylistics, and pedagogy; namely, abstraction, algebrism, graphism, and ignorance of life. The printing press has little by little transformed modern man to "bookish" man.

2. His fundamental idea: The life of the soul and of the language, the formation of the style and of the mind belong to the whole man. It is the psychological organism that does the thinking. There is not only a written style, but also a spoken style. To summarize, reality alone fashions the mind.

3. Jousse has emphasized the great role of "motorism" in mental life. "In the beginning was the action, the motion," such might be the label, the motive inspiring all his works.

The publication of *Les Maîtres de la Pédagogie Contemporaine* (The Masters of Contemporary Education) by Dr. Francis de Hovre, professor of pedagogy at Ghent, in collaboration with Dr. L. Breckx, was a significant international educational event. It revealed the character of educational movements in America and European countries, by competent Catholic scholars. We have asked Father de Hovre to make available the material on Contemporary Catholic Educators from his work, with such additions as he wishes to make. This series of sketches is the result. We regard their publication as a major contribution to Catholic educational thinking in the United States by revealing the character of Catholic educational thinking in all the principal countries of Europe.—The Editor.

Side by side with the written style he places the spoken style or the "manuel" style, i.e., the style of motion (gesture), the style of the hands.

4. In the domain of training and instructing, Jousse is partial to the totalitarian doctrine and to the school of action.

ALBERT MICHOTTE (1881-)

Professor of Experimental Psychology at Louvain



His Life: Born in 1881, Albert Michotte studied philosophy at Louvain under the direction of Cardinal Mercier. He then applied himself to the study of the nervous system under Van Genuchten, psychology under Wundt, at Leipzig, and under Kuelpe, at Würzburg. He became professor and director of the psychology laboratory, where he trained in turn excellent professors of psychology: Roels (Utrecht), Fransen (Ghent), Aveling (London), Galli (Milan), Fauville (Louvain), etc.

His Works: Michotte has written some very specialized books on experimental psychology, intended for technicians rather than teachers. *Les Signes Régionaux (Regional Signs); Recherches sur la Répartition de la Sensibilité Tactile (Study of the Distribution of Tactile Sensitivity)*—(Agrégé Thesis in 1905); *Le Choix Volontaire et ses Antécédents Immédiats (Voluntary Choice and Its Immediate Antecedents)* appeared in the *Archives of Psychology* of Geneva. Before the war he began a series of studies "Psychological Studies" among which may be mentioned: *Etudes sur la Mémoire Logique*, 1912 (*Study on Logical Memory*); *Nouvelle Recherches sur la Simultanéité Apparente*, 1914 (*New Findings on Seeming Simultaneity*), etc.

Significance: Professor Michotte attends international meetings of psychologists regularly, where his critical mind and technical knowledge is appreciated by all. His experimental studies of the will, similar to the work of the Würzburg School, were a revelation and caused much research in this interesting field.

The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph.D., LL.D., Editor

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Federal Relief Activities and Local Educational Autonomy

The Educational Policies Commission of the National Education Association has a vigorous statement of warning and condemnation of the federal policies of relief as they affect local autonomy in education. The issue raised is whether responsibility for local programs of education rests with the state and the people or with officials of the Federal Government. Heretofore unmet educational needs by local communities furnished the conditions of this federal interference, and the "economic emergency" was the excuse or opportunity.

Says the Educational Policies Commission regarding this confusion incident to the relief activities of the Federal Government:

However justifiable the plan may have been as a relief measure, the very existence of such a program in its present form contravenes certain principles which have become established only after long and bitter struggles. In the first place, the relief education program provides, with public funds, local educational activities that are neither initiated nor controlled by the people themselves, thus violating the principle of local and state autonomy in educational matters. The plan is not the creation of a legislature, but of an executive authority; nor is it a creation of state or local governments which are close to the people, but of the federal government which is far removed. In the second place, approximately a fourth of the clientele served by the emergency education program is restricted to individuals eligible for relief; to this extent it violates the principle that public education is free and open to all on equal terms. Public services designed to aid one group or class of the population are justifiable only when all needing that service may participate freely. Finally, the program utilizes as teachers only those who are qualified primarily by eligibility for relief. Opportunity for selection is thus denied those who may be best qualified, for, by the very nature of things, it is reasonable to suppose that the better teachers, as a group (but with individual exceptions), are not eligible for relief.

The potentialities of the situation challenge the principle of local and state autonomy in educational matters which has been recognized since the early years of American constitutional history.

The point that must be kept in mind is that the emergency conditions must not be used as a basis for a continuation of a temporary practice or the formulation of a permanent policy. — E. A. F.

Some Questions About Catholic School Organization

We think it wise to observe the development of public education to see if its development has any lessons for Catholic education. Today we look at the problem of school organization with this possibility in mind.

Extensive studies are now being made of the unit of school organization — the school district — to exhibit in great details some general situations that have been for a long time abundantly clear. Some of these points are:

The amount of wealth back of a child in various districts in a country or a state varied widely. This meant wide variation in the amount of money available for educational equipment, buildings, and personnel.

By means of state aid — and proposals for federal aid and actual federal aid — these equalities on both the elementary and secondary-school levels for both general and vocational levels have been somewhat alleviated.

School districts have been reorganized or redistricted.

Does this situation occur in Catholic education? The simplest way to present this problem is to ask the relevant questions. Discussions of the issues raised may be presented formally in articles or in letters from our readers:

Is the parish district, serving the general Catholic population of all ages, the best or the proper unit for an elementary school of eight grades?

Would it serve better for an elementary school of six grades?

Does the parish unit make available for all Catholic children equal educational opportunity irrespective of where they go to church?

Should the diocese be the unit of school organization?

Should dioceses provide diocesan aid for support of parish schools, where the income of the parish is small or inadequate?

Are parishes the proper or best units for high schools?

Is the principle of diocesan support and control of high schools applicable to the elementary schools? To junior high schools?

We realize fully how completely and inextricably the parish and parish life is bound up with the religious life of the Church. The questions here raised do not relate to that question at all but solely (1) to the parish as an educational unit — an educational unit for what grade of school; and (2) to the relations of the parish and the diocese in the support of schools — E. A. F.

The Social Graces

Our schools have been quite successful in one respect, in their continuing ability to inculcate in children and youth the rudiments of good breeding, those traits of refinement, grace, and consideration which constitute good manners and serve as the *open sesame* for acceptance and preferment in even the lower strata of a democratic society.

Administrators responsible for the training and guidance of youth in institutions of higher learning remark quite fre-

quently that there is a striking contrast between the graduates of public and Catholic high schools in the degree of mastery of the social graces they profess and practice. The Catholic student has profited by the refining example of gentle, courteous, charitable Religious, exemplars who practice the tenets of the Master that the true Christian does not knowingly by word or deed bring pain to another. Our charges exhibit varying degrees of attainment, due to differences in traditions, personalities, objectives, and training, so that much remains to be done before we can say, with certainty that we have made a full contribution to the refinement of American living.

In a materialistic, troublous, immodest, scoffing, and frequently cruel world let us keep alive the spirit of chivalry through insistence on courtesy and good manners. Let us train our charges even better so that they may carry a rich share of the gentleness of Christ into their contacts with their fellows in labor. — F. M. C.

Co-Education in Spain and in the United States

We read with considerable interest a news item from *La Prensa*, Buenos Aires, quoted in *World Education* under the heading, "Co-education Abolished in Madrid," as follows:

The National Minister of Education has ordered the suppression of all co-educational institutions in the Spanish capital. Schools are now being opened for each sex, completely separated from each other, and under the direction of independent administrative officers.

The Encyclical on Christian Education and the tradition — which is a Catholic tradition — of Spain prompted this action by the Minister of Education. It raises a very interesting question regarding our own practice in the United States and our attitude toward the Papal Encyclical. The fact is, that co-education in Catholic institutions in this country is rapidly increasing and is carried on, on a rather extensive scale. The transition in American public schools from the separate schools to co-educational schools was not a matter of democratic principle, but of economic expediency. There are a number of situations in the United States where if the Catholic community really felt that the Papal Encyclical should be carried out it could be done with an improvement in the actual educational service — E. A. F.

Workbooks in Teaching Religion

We had a summer conference on workbooks in religious education. It was surprising how uniform was the unfavorable reaction to workbooks as the regular educational diet. There were representatives from at least five different religious orders in the Midwest, and in each group the experience was similar.

There was one note that we might have expected on *a priori* grounds, but hardly expected so generally and so definitely. It was that students trained largely by workbook techniques prove to be very weak in their work in English composition, and lose somewhat their capacity to formulate good English sentences. They seem to be unusually sterile unless they have their accustomed props. If it should prove on competent investigation that these impressions of a group of good teachers are the fact, then certainly workbooks should be discarded or very greatly

restricted in spite of whatever "good" things they may accomplish.

There was reported by several teachers a strange — and yet not a very strange — experience. It was that students who were rather successful, in fact very successful, in filling in blanks, or checking "true" or "false" items, when questioned on the identical material did very poorly — or were "at a loss." This is an understandable result. I wonder how general it is. The students conceive the "filling in" of spaces, the "underlining of words," the checking of "true" or "false," or the matching of phrases as a kind of game. They seem to acquire great skill in the game, and yet seem to learn little or nothing of the content of the game. Perhaps some real educational investigators will check the limited experience here reported. In one or another it is important that the facts should be known.

We should like very much to continue this subject and will welcome contributions on any aspect of the problems growing out of the use of workbooks in the teaching of religion, or of the significance of workbooks in other subjects for the teaching of religion. — E. A. F.

Congratulations to the American School Board Journal

The March number of the *American School Board Journal* is the beginning of the fiftieth year of that significant journal. We congratulate that journal and its editor, William George Bruce, who for 50 years now has sat at the helm. This newspaper kind of periodical developed out of a need for personal help as a member of a school board to the most significant journal of school administration not only in this country, but in the world. The history of American school administration, of American school organization, and of American school equipment could be written from its files. The great names in every decade of its history, in the field of school administration and in the theory of school administration and organization, are found in its list of contributors. It has been throughout its history an independent journal, truly evaluating the many fashions that come and go in school practice. Its cartoons have been a real service in presenting currently in an illuminating manner major educational issues.

To that fine old man and friend, the founder, William George Bruce, every good wish for the days to come, and pleasant memories of those yesteryears when the *American School Board Journal* was growing to its present strength. — E. A. F.

Freedom or Slavery

When I can go to God and at His hands receive my rights, then I can come back to the State and deny its omnipotence. When I have made my obedience at the Eternal Throne and declared my citizenship in the City of God, then I can raise my head proudly before earthly thrones and powers and declare my liberty.

But if I have to creep up to the tribunals of a purely secularized power, that admits no God and no natural law, and there beg my rights at its good pleasure, then I have donned the badge of infamy and the livery of slavery. Whether that secularized power be called by men a despotism or a democracy, it is all the same. Elected majorities can strip me of my liberty as well as a usurping armed dictatorship, if those majorities are part of a state which has adopted the slogans of secularism. — Rev. Wilfrid Parsons, S.J., at the Nat'l. Cath. Alumni Convention.

*The Risen Christ.**Window Cut-Out.*

— Sister M. Charita, O.S.B.

Practical Aids for the Teacher

Appreciation Lesson on Trees

Sister M. Patrice, O.S.F.

Nature Study class was scheduled for Friday afternoon. Class C had finished some very interesting work on animal life and was much averse to getting down to such a common thing as a tree. Everyone knew what trees were. Why take time off to study them? Sister Alice realizing that this was the common opinion of the class, planned to set the stage on Monday by reading the poem "What Do We Plant" by Henry Abbey.

Monday also happened to be the day for art class; therefore, Sister suggested that the class choose any lines of the poem just read and illustrate them by a picture. The best of the pictures submitted were tacked on the bulletin board.

On Wednesday the teacher placed a fine copy of Corot's "Dance of the Nymphs," one of the most beautiful tree pictures in the world, on the front bulletin board. She, then asked the class to bring other nice pictures of trees. By Friday the class was fairly "tree minded," and at least partially ready for the lesson on trees.

SISTER: Trees are among the most interesting and most important nature objects that we have. Can you name some ways in which trees give pleasure to people?

JOHN: We get nuts and fruit from trees, and maple sugar, too.

MARY: They make our yards look pretty and they're nice to sit under during the hot sunny weather.

SISTER: In what ways are trees very useful to man?

ROSE: The pulp is used to make paper and rubber trees give a kind of fluid that is used for the manufacture of rubber.

DICK: Spices, coffee, turpentine, and dye also come from trees.

JUDE: I read about a tree whose bark is used to make corks.

SISTER: Fine! However, none of you mentioned the most common use of trees. What is that?

ALEX: For wood.

SISTER: Exactly. Now I am going to read part of a paragraph written by a boy your age, illustrating the uses of wood in his daily life.

"I get up in the morning from a maple bed. I walk over an oak floor as I go to shut the white-pine window sash. I brush my hair with a walnut-handled brush and eat my breakfast off a cherry table. After breakfast I pick up my school books (printed on paper made of spruce and fir), and race down the front steps (made of cypress) to school."

JANE: He forgot to take his bicycle with tires (made from the rubber tree) and a pencil.

SISTER: That's fine, Jane, but you just keep those thoughts for the paragraph that each of you are to write for our next language class. Tell of all the things that you use or come in contact with, that are made of wood.

Now, that we are convinced that trees play so important a part in our lives, it will not be difficult to understand why we have this great conservation movement. Who can define conservation?

HELEN: In geography class we learned that

"Conservation is the wise use of natural resources."

SISTER: And what are natural resources?

BILL: Coal, oil, iron, trees, fish, animals. . .

SISTER: Fine! Does anyone know who was responsible for this movement in the United States?

JOAN: It began during Theodore Roosevelt's administration.

JUDE: Would conservation have something to do with forestry?

SISTER: Yes.

JUDE: I've been reading *A Primer on Forestry*. It belongs to my big brother. [Pulls it out of desk.] It's written by Pinchot.

SISTER: That's the man . . . Gifford Pinchot. Have any of you ever read about him?

BILL: No, Sister, but may I look up his life and report on it for our next class?

SISTER: The class will appreciate that, I'm sure. *The World Book* or *Compton's Encyclopedia* will give you the information that you are looking for. However, the name is not pronounced as it is spelled. I'll write it on the board so that we get the correct pronunciation and spelling. [Writes Pinchot and says "Pin'-shō."]

SISTER: I wonder if any of you can think of a day that occurs each year early in May, that has something to do with trees?

PAT: Decoration Day!

SISTER: No, that is late in May.

JEAN: Arbor Day!

SISTER: On which we do what?

IRENE: Plant a tree with lots of people looking on.

SISTER: Correct, although the important thing is the planting of the tree and not the audience. Is this a patriotic act?

GEORGE: I think it is, because we show our

love for our country by making it beautiful.

SISTER: That is true. We also show our love for our neighbor, for "He who plants a tree loves others besides himself." Coming generations will have the use of that tree and be grateful for it. Would it be possible to make every day an Arbor day?

MIKE: Well, we can't be planting a tree every day. There wouldn't be enough room, but I guess that maybe we could do something about not carving our names in the bark and tearing branches off.

SISTER: You have the right idea, Mike. I hope you'll do your best to carry it out. I'll not be expecting to see any more "Mike's" on the trees. Now, before we close there is one lovely poem that we learned last month that could be tied up with this interesting discussion.

ALLEN: I know a poem on "Trees." May I recite it?

SISTER: Yes, please.

Thank you, Allen. I'm sure we all appreciate your splendid rendition of the poem. While Allen was reciting a thought came to me that I might suggest to you. Suppose that your father painted a beautiful picture. Would you think of taking your penknife and scratching it or tearing the corner off? I know you wouldn't nor would you permit anyone else to do so. Now, this is the same situation. God, our Heavenly Father, has made these beautiful trees for our lawful enjoyment. What are we going to do about it? Remember, "Only God can make a tree."

Evidences of Appreciation

After this class it was no longer safe for any pupil of this particular school to mutilate trees on or off the school grounds, when members of Class C were around. Besides doing this protective patrolling, Class C, was responsible for the planting of young trees either on the school grounds or near their own homes.

Ethics of Music Teaching

Sister Cecilia, O.P.

By ethics we mean the standard laws of conduct governing a profession; we mean our moral obligations toward others. Musicians in general are obliged by the ethics of their profession to uphold teaching standards, to refrain from criticizing other teachers, to make no effort to get pupils by unfair means, and to give full value for money received. The consecrated music teacher has certain moral obligations toward her superiors, her community, her pupils, their parents, and toward herself, which she will do well to consider.

Toward Parents of Pupils

Mr. and Mrs. Jones send their little daughter Mary to take music lessons at the convent. She is to have a half-hour lesson a week at a dollar a lesson. The money is paid. Now that assigned lesson time, every moment of it, belongs to Mary Jones. It has been purchased. The music teacher is under a strict moral obligation to see that Mary gets her full lesson period, uninterrupted by anything whatsoever. No telephone calls, no visits outside the music-room door, should be permitted

during a lesson hour; but if they do occur, the child's full time should be scrupulously made up. This loss of lesson time can easily be avoided. The teacher should make known to all that she must not be interrupted during lesson periods. She can set aside one half hour a day for phone calls and for visits and can make people conform to that time. This is always done by secular teachers; the Sister music teacher cannot afford to do otherwise.

Toward the Pupil

The teacher's full attention belongs to the pupil taking a lesson; and this full attention must be given to the lesson only. No teacher has a right to converse with the pupil, during the lesson period, on subjects apart from the lesson. It is an injustice to do so. All personalities, all grievances, must be strictly avoided. The teacher is not permitted, in justice, even to play for the pupil except to illustrate the lesson.

The music teacher must never be late for a lesson. If the pupil is late, that is his own loss, unless he was kept by one of the school

teachers. In such a case, the principal must be notified. Any failure along these lines is an injustice to the community or school, because the order is often blamed for the actions of its members.

Finances

On this point the music teacher must be most scrupulous. Receipts should be given for all money received and lessons marked in the child's book or on his tuition card, and care taken to avoid mistakes. If the teacher must attend to the bills of the department, they should be paid promptly. Music and honesty always go together.

Toward Herself

It is impossible to overestimate the importance of the consecrated music teacher's personal habits. Necessarily, she comes in closer contact with her pupils than the classroom teacher, and young people are very observing. If they are repelled by a secular teacher who has a bad breath, untidy clothing, or dingy finger nails, how much more are they disgusted when they perceive these glaring faults in one who wears the religious habit!

Nervous habits and little mannerisms must be carefully guarded against. They upset a high-strung child. It is considered very bad psychology for a teacher to tap the time with her foot, ruler, or hand. Teach the pupil to count, and to keep time with the metronome.

A teacher must see to it that each pupil develops his own personality in his playing. Never let the pupil imitate the teacher. In New York it was said of a certain teacher: "All her pupils play exactly alike. They all imitate her." She took from them their own personality in playing, and made of them very poor copycats.

The Greatest Obligation

Next to religion and parents, the strongest influence in the child's life for character formation is his music teacher. Character is the sum total of a man's physical, mental, and spiritual habits. These habits are the sum of continued daily acts of body and soul. A man's character is that which he really is. Reputation is not character; reputation is that which others think of him, and this may differ widely from the man's real self. Character determines a man's destiny. It will send him to heaven or to hell.

It is the office of the music teacher to aid in the development of her pupil's character along right lines; it is her privilege to inspire in him the highest ideals and to cultivate his feelings along the lines of tenderness. How is she to do this?

By Her Own Example

No stream can flow higher than its own source; no life can inspire another if its own light is darkness. The teacher who is cold-hearted, indifferent to others, critical, impatient, irritable in manner; the teacher who airs personal grievances; the teacher who shows favoritism; the teacher who appeals to the vanity of her pupils; this teacher, lacking in nobility of character herself, can never influence a pupil toward that which is good, no matter how much she talks about it. A child can instantly discern between that which is true and sincere and that which is only a semblance of truth and sincerity.

Assuming that all consecrated music teachers are real Christians, striving to serve God in truth, consider the ways in which the teacher can train aright the character of her pupil.

In the Physical Order

She can teach him true relaxation and muscular control at his instrument, helping him to overcome faulty or nervous habits of nail biting, jerking, sticking his tongue out, etc. She can train him to graceful posture, to politeness of speech; to the habit of shutting doors quietly, and to modulated speaking. She can inspire in him a distaste for such habits as chewing gum in public.

In the Mental Order

The child's mind can be trained to perception by frequent sight reading; to concentration, by daily analytical memorizing of pieces; to regularity, by a certain order of practice and a set time for practice adhered to.

In the Moral Order

Music students of like age can be assembled frequently in club meetings to play for one another and to listen to short ethical talks by the teacher. The storytelling method is best for these talks because it helps the pupils to

remember the lessons. Stories that illustrate the evils of jealousy, of untruthfulness, of unkindness toward animals, of dishonesty, can be related in such a manner as to make a lifelong impression upon the child's moral nature.

In the Spiritual Order

The teacher must develop within her pupil his aesthetic sense, his appreciation of the beautiful. She must point out to him that of all God's creatures here on earth, man alone can appreciate the beautiful, the grand, in Nature. She can point out to him the beauty of form, of design, of melody, of thought, in his music. She can lift his heart to spiritual things even by well-chosen pictures on the walls of the studio. Oh, there are so many ways of bringing God close to the pupil in the music studio!

Yes, the music teacher who is ethical in her conduct and who realizes her responsibility, can have great influence in the training of her pupil's character. Music teaching should be used as a bait to catch souls for Christ.

A Unit on Africa

Rae Brown Moody

(Continued from the March issue)

Countries North of the Sahara

Motivation:

Show the pupils a "fez." Make one or draw one on the blackboard with red chalk.

Development:

1. Where is the city named "Fez." On the coast in a country north of the Sahara. Hats the people wear. Description of street scenes, bazaars, etc. Try to get pictures from *The National Geographic*, slides, or the like. Various things of this sort should occur to the teacher as opportunity offers. The author happened to have a friend who had movies. Pictures may be obtained of any country from the consul in this country, or from travel bureaus. You might have an oral topic on how the fez is made.

2. What did we say helped to keep the moisture in the air from blowing over the desert? Atlas mountains. Shape of continent as a whole—mountains around edge like the rim of a plate.

3. Why do you think the climate might be different along the coast near these mountains? Ocean side? Desert side?

4. Do they raise the same products here that we found in the desert? Where do they send these products?

5. What flags shall we place here? What people do we find here and why?

6. Bring in oceans, nearness to Europe. Italians, French, Spanish—overcrowding at home, need of a market for manufacturers, and source of raw material, such as wheat, olive oil, wool, and hides.

7. Why do tourists visit? Pupils will need help here.

History: Moors, legends similar to the Alhambra. Roman civilization—ruins visited



They who do
their best do well.



by tourists. At this point the author brought in a picture of an old Roman villa and gave a short talk on home life in ancient Rome.

Egypt

Development:

1. Have we left out any country in northern Africa? (Egypt.) On the map it looks like a desert. Do you see any large river? Does that make any difference in the population? Place a long green strip on the map to represent the Nile—drawn through the yellow.

2. Have you ever heard of the Nile before? Have the story of Moses acted out. Mention Pharaoh (meaning of word, insignia, etc.). Also the ancient temples. Tell the story of Joseph.

3. Does this mean that Egypt is an old or a new country?

4. Why have people been living there all these years?

5. Egypt is called the largest oasis in the world. Do you know why?

6. Where does the water come from? Is it from rainfall (look at surrounding desert)?

7. Where do most of the people in Egypt live? How wide is the Nile Valley?

8. Why is this valley so fertile?

9. Where are the sources of the Nile and why does it overflow? (Bring out the causes here.) And when?

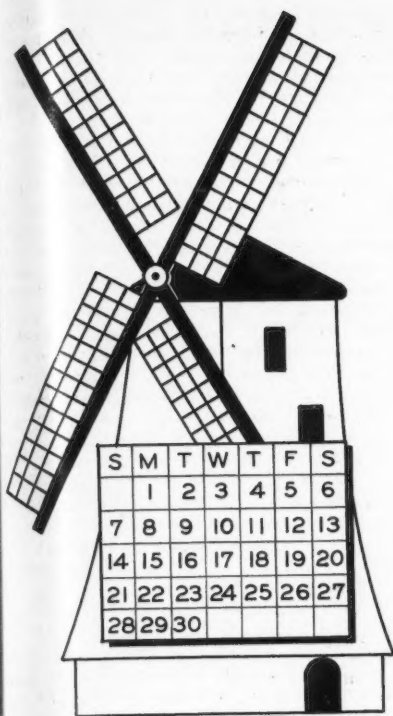
10. Do we have floods in the U. S.? When and where?

You could have a science lesson here on capillary attraction, and also the effect of water on various soils. Have children make experiments. Mention primitive methods versus modern, the Aswan dam and such modern improvements. Pictures would help here—old water wheels, and pictures of the buckets carrying water from the Nile to the banks above.

11. Then if flooding makes the land fertile, what crops can be raised? Cotton and wheat are the chief ones.

a) Where does the cotton go?

b) Exportation of wheat in the history of Egypt—Romans took as tribute but England glad to pay for it.



April Calendar. Color sails yellow, trimmed with red; top brown; body yellow; windows black.

history, and so on. Also for comparison between ancient civilization and our own. The lecture method would be useful here. For example: describe, as Howard Carter does so wonderfully, the descent into the tomb, finding the funeral wreath as though it had just been placed, breathing the very air of thousands of years ago (let the children figure out how many thousand since the boy king lived—arithmetic). Or these stories could be used for motivation.

Add cotton and wheat to the collection. Probably some boy could make a model pyramid.

Then fill in the three maps as usual bringing out the fact that Egypt is independent. Mention the fact that there is only one other independent country in Africa and have them watching for it in later lessons.

Add Egypt to the review chart.

The Sudan

We have no animals for our zoo (or border) yet, except—(camel) and he must be rather lonely. (It is not difficult to have a zoo, perhaps with animals in cages made by pupils, cages or enclosures with name and history; that is, when caught, on card, on cage, just like a real zoo. Have children hunt for pictures of animals found in the Sudan, cut out, and paste on composition paper. The teacher might bring a collection for some of the children who could not find any, or to supplement their collection. Let each choose an animal. Teacher should first see that there is a complete list on the board. This could be used as an English lesson to motivate study of animal's home.)

Geography Lesson Continues:

1. Where did we find these animals lived? Locate.
2. Describe their haunts, their food. May

A Trip to Fort Leavenworth

Sister Leo Gonzaga, S.C. of L.

A project in the correlation of American History with the writing of effective sentences in the seventh and eighth grades.

"A Trip to Fort Leavenworth" provided the motive force for the vitalization of American history and its re-expression in satisfying red-blooded American sentences by a group of seventh- and eighth-grade boys and girls who were finding their history only dry facts and their means of expression meager and awkward.

With Hunt-Lorenz's *History of Fort Leavenworth* (1827-1937) as a background, the project was launched. Fifty names teeming with American history were selected from the names of streets, buildings, and other features at the Fort, and written on the board. From this list each pupil selected three names about which he was curious, or about which he thought he knew something. Then the "hunt" began in the classroom library and dictionaries. Then came from the pupils themselves the suggestion, "Why not make a trip to the Fort?" Hunt-Lorenz has a pocket of maps, but they were all too complicated so Billy volunteered to chart the trip the class could take and see the features the members of the class would explain (not describe). With Mary Jane, Billy planned the route. For the next day's assignment each pupil was to go to the neighborhood library and get the

check on this information in the English lesson.

3. Do they have more rainfall here than in the desert region? What is this belt called? Bring out climate here: (a) Lowlands, with fever; (b) highlands; (c) grassy lands, no trees.

4. Bodies of water from the greater amount of rainfall: (a) The great Niger and Timbuktu again; (b) Lake Chad—compare to Great Salt Lake and others. Mention crocodiles and compare with alligators.

5. How do these physical conditions affect the people? Do they have to live on dates and barley? Or vegetables and wheat?

6. Their native grain (millet) and the grass-eating animals. Flocks of sheep, goats, etc.

7. What people live here (Black type, only ones that use milk in their diet—why?) Do they live near the whites? Did they make it easy for whites to visit their country?

8. Is it one big country or several? Place flags.

9. What product do we find in Nigeria that we have had before? (Cacao) How much do they export?

10. What is one of the chief products of Liberia and S. Leone? Can you tell what we make from palm oil?

11. From what port are these sent to the outside world?

12. What is the one country we have left? (Mention should first be made of Dahomey and the Ivory Coast.)

Abyssinia: Different from the others:

- a) People—See if you can find out why.
- b) Surface—Are there mountains anywhere else in the Sudan? How about whole continent—compare.
- c) Religion.
- d) Resources.
- e) Conquest by Italy.

names of the books in which he could find material about the names he had selected. The results of this first bit of research were most gratifying, and the interest in the project increased. The next day (Friday) one of the boys suggested a scouting trip to the Fort on Saturday. Three boys and three girls on separate tours voluntarily made the trip and came to school on Monday fired with enthusiasm. One of the concrete results of these trips was five rolls of films which were immediately developed and presented for the project.

As the problem of the organization of material presented itself this plan was evolved: Billy and Mary Jane would alternately act as announcers on the "bus" as it approached each feature. (This was written.) Then in the handwriting of the pupils who had selected that feature the explanations were appended and whenever the pupil had secured an illustration or had drawn one he inserted it with his article, for example *Cody Field* inspired two boys to read the life of Buffalo Bill and to write independent and individual stories of the scout. Bill knew he could make a pen sketch and he did during his drawing period.

But the book had to have a cover. Tom was good at planning covers so he drew a fort. The sketch was transferred to a sheet of cork cut to fit the sheets the pupils were using, and filled in with black poster paint. From the summit of Tom's fort floated a

12. What does England return in her ships? Do you see why England is interested in Africa? Is it for the same reason that the French are interested in the Sahara and North Africa? What other reason do we find besides trade? How about the U. S.?

13. Where do ships land? How would they get to Egypt from England?

14. Let's draw a diagram of the Nile and its delta (White and Blue Nile unless they were brought out above).

15. Do you see any cities to put in our picture? Which is the largest? Bring in Alexandria as a great seaport since ancient times—now the great flying boats from England land there.

16. Why is Port Said famous? Have a special topic on the Suez Canal. Have two or three reports. Explain how they had to go around the continent in the early days, or bring this out in the discussion.

History: You might motivate a history lesson on attempts to find India—Correlate with America—early Phoenician attempts, Vasco de Gama, etc.

17. What bodies of water does the canal connect?

18. What is a canal? What others do you know about? How does this one interest the U. S., if at all? Was it built before or after the Panama Canal?

19. We haven't mentioned the people that live in Egypt, "the native fellah."

20. Might read some of Halliburton's *Royal Road to Romance*. The children would enjoy the butterfly boats on the Nile and the view from the pyramids by moonlight. Or it could be used for outside reading.

Many chances for English in this section—Imaginary trips up the Nile.

The children might mention "King Tut." Good material here for oral English, ancient

Concrete Methods for Teaching Measurements

F. Pearl Malloy

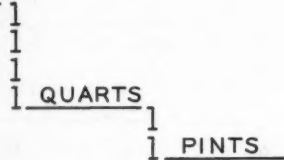
Measures of any kind should be taught by concrete methods and not by table learning. If at all possible, the child should be given an opportunity to see, feel, and use the actual measures talked about. Considerable practice should be given in estimating as well as actually measuring quantities.

Dry and Liquid Measures

The use of the standard pint, quart, and gallon measures gives the pupil a visual idea of each. Uniform-sized containers, each filled with a different substance and weighed, will show that like volumes do not necessarily weigh the same amount. From this it can be seen that a bushel of wheat does not weigh the same as a bushel of oats. The weighing of the different substances may be done as a home exercise or in school.

Construction of paper charts to use as "permanent props" serve to imprint the idea upon the mind. These consist of a picture showing two pints and one quart, four quarts and one gallon, etc.

GALLON



The use of steps to illustrate the idea of reduction is a great help. Gallons to pints go downstairs; pints to gallons go upstairs.

Practice in buying and selling pints and quarts of milk and oil; gallons of gasoline; bushels and pecks of potatoes, apples, grain, etc., at the school store will serve to impress the relation of these measures.

Linear Measure

Folding paper and counting the squares leads to the idea of the inch. Give the children strips of paper: two inches long, four inches long, and eight inches long. Have them fold the two-inch strip once; the four-inch strip twice and the eight-inch strip three times. Each strip will then be divided into inches by the creases of the folds. Measuring

the desks, books, etc., with the ruler gives practical experiences.

Three one-foot rulers laid upon a yardstick illustrates the relationship of feet to yards.

Sixteen and one half feet drawn on the classroom floor or marked off in the schoolyard, by the pupils, show a rod which may be walked upon a number of times to illustrate the length of a mile.

Pupils should have some conception of distances such as: fifty feet, one hundred feet, one hundred yards, etc. These should be marked off in the schoolyard and observed. They should be used as a relationship in discussing other distances.

Construct a room, a fence, etc., of paper or cardboard, then unfold it to a straight line thus illustrating perimeter. A string stretched around a rectangle and then drawn out to a straight line is also useful in imprinting the perimeter idea on the young mind.

Square Measure

To illustrate the idea of square measure make square inches, on cardboard, of different shapes: one inch by one inch; two inches by one half inch; one and one third inch by three quarters of an inch. Have the pupils use these to measure a cardboard rectangle six inches by four inches. Give the pupils the idea that they are measuring flatness by a flat measure called a square inch. The square foot may be treated similarly.

Pin newspapers together to form a square rod. Take these apart and pin together in different shapes showing that the square rod need not always be the same shape. Have the pupils mark off square rods in the schoolyard. Measure an acre in the schoolyard.

Cubic Measure

Cubic measure calls for the foot and inch cubes in the classroom. Practical experiences may be gained by measuring a cord of wood, the coalbin, etc. In a rural center the gravel box of a wagon may be measured to ascertain the number of cubic feet in a cubic yard. A wooden or cardboard box that would contain a cubic yard of material could be constructed in the classroom.

Telling Time

A clockface with movable hands is used in the teaching of telling the time. Have the

children draw clockfaces showing different times. Clockfaces drawn on paper plates and given movable hands will give variety in this. Paste clockfaces, showing different times, at the top of the blackboard or in some other prominent place. Pictures, from catalogs and magazines, of clocks and watches give a variety of time registrations to be read by the pupils.

Money

Playing store gives an opportunity to handle toy money. Learn to count it, and to make change. Make charts of meals, having the prices cafeteria style. Using these charts have the children choose complete meals, find the cost, pay the cashier, and receive their change. Making orders from mail-order catalogs and finding the total cost of the order supplies an opportunity to make the pupils familiar with larger sums of money.

Weight

The use of scales gives children an opportunity of comparing ounces with pounds. Pictures of a hundredweight of flour or sugar usually lead the child to recall an actual experience with either. From this he can be brought to visualize a ton.

A Madonna Program

Sister Leo Xavier, S.S.J.

The real enthusiasm and sustained interest with which the following program was carried through to a successful close prompted me to pass it on to other sophomore groups that might be held responsible for current programs.

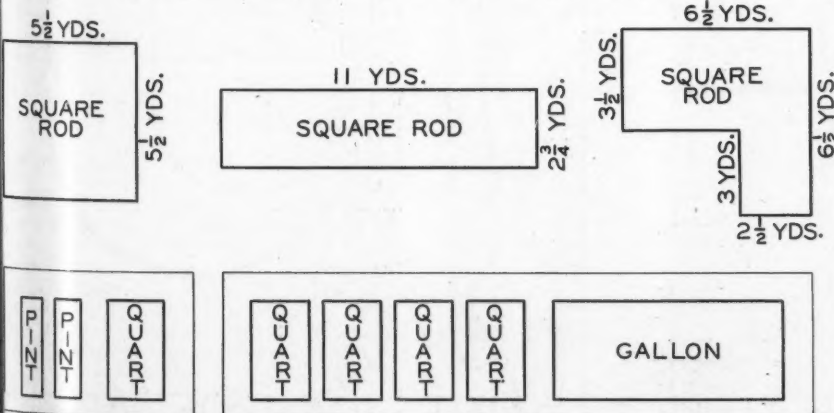
In our high school it is a practical custom for each one of the four-year groups to render a short program at the assembly held once every month. Last December, 1938, the sophomores were called upon to preside at the assembly. They conferred with the principal who suggested that they endeavor to depict some of the famous Madonnas, as a tribute to our Blessed Lady, whose great feast occurred during the same month, and also to emphasize the fact that she is the patroness of our own United States.

The enthused class held a meeting and decided to entitle the performance "The Living Madonnas." Each character was to impersonate our Blessed Mother as she is depicted by the different famous artists. The boys volunteered to be responsible for the singing.

As each Madonna, representing as closely as possible the particular study she was to reproduce, was presented to the audience, the boys, dressed as choristers, accompanied by the organ, sang a hymn appropriate to the picture.

Good lighting effects added very much to the perfection of the living Madonnas; soft drapes of rather rich shades of red, blue, and gold, can be used with good effect; in the absence of drapery, good crepe paper could be used. The greater part of the costuming was improvised by the girls from draperies collected among the students, so that the expense incurred was very little.

Among the studies were: The Annunciation; Our Lady of Lourdes; Our Lady of the Roses; Mater Dolorosa; Our Lady of Mercy; Our Lady of the Holy Rosary; The Sistine Madonna; Our Lady of Good Counsel; Mother of Christ; Our Lady, Star of the Sea; climaxed with The Immaculate Conception.



An Alphabet of Saints

Sister Jane Catherine, O.S.U.

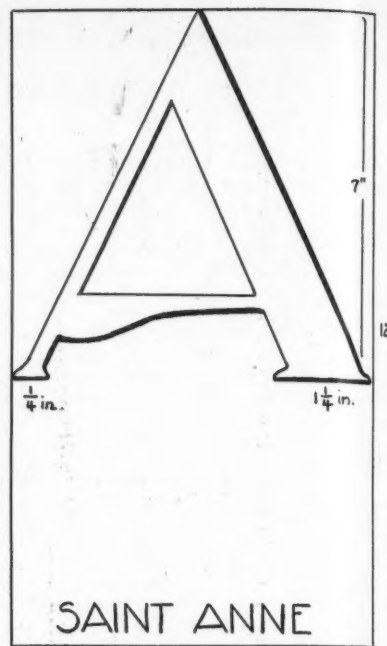
Emphasis on integration rather than specialization is the latest plea of modern education. Realizing the need of a unifying force particularly in a differentiated curriculum, the modern educator advocates that we aim, as far as possible, to integrate school experience. The Catholic school is peculiarly fitted to meet this demand for, by the mere fact of her existence, she possesses a unity that is governed by a common philosophy of life. The unity existing in Catholic thought and belief is a decided asset in planning for the classroom, vigorous, usable activities that will develop, here and now, the life of the student in its every phase—physical, social, cultural, and, above all, religious. Therefore, Catholic educators should be alert and active in expressing the eternal truths that are the heritage of their faith in language and by methods that will attract attention.

Too often, however, we are not making enough use of the Catholic contribution to life. This is indeed the case in our art-education program. Are we not often content to spend our time on the usual history or geography projects? Do we not depend on stereotyped religion units when we could be visualizing the old truths in a new way? All this is occurring at a time when Communism is effectively using the arts in an up-to-date manner to serve its purpose. By way of reply, a prominent leader of Catholic youth very aptly says, "Catholicism can better any appeal Communism makes." The inspiration

is there. It is up to us to use the available subject matter that is really Catholic. In the matter of teaching art, for instance, this does not imply merely correlating art with religion but making Catholic material that is timely or seasonal *function* in the art class. To prove that such a procedure is not only possible but can also be intensely stimulating is the purpose of this article. An art problem planned from this viewpoint and actually worked out in a high-school art class will serve as a concrete example.

The art class was composed of a group of talented, enthusiastic girls. They had been studying figures and were now involved in the intricacies of lettering. A summary unit of work seemed in order; an illustrated alphabet, each girl to contribute a letter, gave the solution to the problem. But what about the subject—the theme to be worked out? Classes, in previous years, had designed an animal alphabet and an alphabet of birds and had even worked out a set of letters illustrating the various school activities—all of which offered fine motivation for such a design problem. But the approaching Feast of All Saints gave the teacher an idea: "Why not an alphabet of saints? Here would be a real opportunity to make use of seasonal Catholic subject matter!"

In preparation for the problem, therefore, the teacher formulated a list of saints alphabetically arranged with the appropriate symbolism for each saint.¹



¹Bailey and Poole, *Symbolism for Artists* (Worcester, Mass.: The Davis Press, 1925) and Van Treeck and Cniff, *Symbols in the Church* (Milwaukee, Wis.: Bruce Publishing Co., 1938), proved to be helpful source books. The Liturgical Beuron prints of saints obtainable from the Liturgical Press, Collegeville, Minn., were valuable pictorial material.





SAINT LAWRENCE



SAINT CLARE

The eve of the feast itself was the day chosen to present the new problem to the class. Not knowing how drawing saints would appeal to the modern girl, the teacher was somewhat uncertain what the response would be. But the heavenly hosts themselves must have been on her side, for the interest displayed was spontaneous from the first. Discussion was lively and provocative. "To think there is a patron for those who find it difficult to rise in the morning—St. Vitus, a child martyr!" That really was a new idea! "And she is also the patron of actors—I didn't know actors had a patron!" Then the girls discovered other groups had patrons also—architects, choirmasters, cooks, gardeners, hatters, hairdressers, glovemakers, housewives, maidens, painters, physicians. But it was not all learning on their part. Different individuals had much to contribute by exchanging items of interest gleaned from reading. Most of the students were familiar with their patron saints and all had their favorites. It was at this point that a friendly rivalry was introduced when one of the more progressive members of the class came out with "Sister, would you check me up for St. Elizabeth? She has always been my favorite saint." Still another ventured, "Joan of Arc for me, Sister. She is the real thing!"

Thus the girls signed up individually for their saints. Then began the necessary research work for their figure. This involved not only a casual acquaintance with the life of the saint chosen but also a knowledge of the dress and customs of the period. The

student also had to know something about the color symbolism used by artists to portray qualities of character, and the significance of the symbols related to each saint. In the working out of the problem, there was, therefore, more than a mere application of art knowledge and principles. The project stimulated vigorous thinking and an atmosphere of research.

The actual procedure was quite simple. The needed uniformity in the set of letters was obtained by dictating definite specifications. (See Plate I.) A modern Roman capital was placed near the top of a vertical rectangle measuring 7 by 12 inches. The height of the letter itself was 7 inches; the width $1\frac{1}{4}$ for the wide part, $\frac{1}{4}$ inch for the narrow part. At the bottom of the rectangle, the name of the saint was printed with single-stroke capitals $\frac{1}{2}$ inch high. The originality of the individual student was expressed in the figure itself and its placement in relation to the letter. The first layout was planned in outline on trial paper, checked, and then traced on uniform-sized poster board. With the aid of a No. 2 speedball lettering pen the figure was then outlined in India ink. Delicate washes of color were added plus some crosshatching with colored ink. Finally the general effect was enriched by the use of touches of gold on the halos and garments.

When the alphabet was placed on display in the school corridor, the student body itself passed judgment. Interested groups stood around and discussed the modern interpretations of SS. Clare, Anne, Lawrence, Dominic, Ursula, and the rest. All agreed it was one of

the most worth-while exhibits the art department had produced. Judged from a technical, artistic, and creative point, the alphabet of saints was a decided success. But what about the spiritual significance? Did this problem represent an integration with other school subjects? Did its influence carry over into the lives of the students? Although intangible results are more difficult to measure, a variety of incidents would indicate that its influence was neither momentary nor superficial. An English teacher, in making plans for the study of *Fabiola*, found the art students better equipped to discuss intelligently the characters of Agnes and Sebastian. A study-hall teacher found other students drawing saints like the ones on the bulletin board.

The development of the alphabet of saints is just one instance of the infinite possibilities open to the Catholic teacher to integrate school experiences. The faith itself is more meaningful for both teacher and student if they have at their disposal a variety of ways to express it. The art class is one such way offered—by developing in the student a vocabulary of form which can be used to express eternal truths. Expressionism is the keynote of modern education. But for Catholics, "expressing ourselves" must necessarily mean expressing Christ within the narrow limits of our own personalities. And right here is where the role of the Catholic teacher comes in, be her field history, or science, or art. In a Catholic school she is above all a Catholic teacher—one who is called upon to lead youth to express Christ in their personal living.

Blessed Herman Joseph

(Feast day, April 9)

Sister M. Bertrand, O.P.

CHARACTERS:

The Blessed Virgin, with the Infant (a doll).
Herman Joseph.
Albert, his playmate.
William, his playmate.
George, his playmate.
People who walk up and down the street.

Act I—Scene 1

SCENE: The interior of a church in Cologne during the Middle Ages. A barefoot boy of eight is seen coming into the building. He genuflects, kneels a moment at the main altar, then goes over to the altar of the Blessed Virgin. The girl who takes the part of Mary should stand rigid at all times except when she is talking to Herman. During those times she becomes animated, and then resumes her rigidity when he leaves.

HERMAN: Good morning, dear Lady. I am a little late this morning because I had to help my mother. We are going to plant our garden soon so I spade a little every day. In a week it will be ready for the seeds which we saved last fall. We'll have lots of vegetables this year. Won't that be fine?

MARY: Yes, Herman, it will, but where are your shoes? It is very cold outside today.

HERMAN: I have none. My old ones are all worn out, and my father has no more money to buy new ones.

MARY: That is too bad. Perhaps I can help you. Do you see that large red stone right near you?

HERMAN: Why, yes, here it is.

MARY: Lift it, Herman, and see what is beneath it.

HERMAN [*Lifts the stone and picks up four pieces of silver*]: Why, Lady, it's money! One, two, three, four pieces! How did they get there? What shall I do with them?

MARY: Take them to your father, my boy, and tell him to buy you some shoes.

HERMAN: Oh, thank you! Thank you! I won't be cold now.

MARY: Nor hungry either. Whenever you are in need again look under the stone, and you will find more.

HERMAN: Oh, thank you! I must run home now, and tell mother. Maybe father can get my shoes right away. Good-by!

MARY: Good-by, Herman.

[*He goes over to the middle altar, genuflects, walks down the center of the church to the door, where he turns and waves to Mary. She smiles, nods, and then becomes rigid.*]

Act II—Scene 1

SCENE: A street near the church. People are passing up and down about their business. They pay no attention to three boys busily engaged in fixing an old broken wagon, with which they have been playing. The noise of the hammers, whistling, and loud singing which always accompanies such activity is almost deafening. Herman comes down the street wearing his new shoes. As he approaches some of the noise stops.

HERMAN: Hello, fellows! What are you doing?

GEORGE: The wheel came off, and we're trying to put it on.

HERMAN: Want some help?

WILLIAM: Sure, come on. Say, where'd you get the new shoes?

[*They all stop work to look at them.*]

HERMAN: My father just bought them for me. See they've got nails in the soles, and they're real leather! Leather is warmer than wood.

GEORGE: I wish I had a pair of leather ones, but my father is too poor to buy anything but wooden shoes.

HERMAN: Don't feel bad about being poor. We're poor, too. I expect we're about the poorest people in Cologne. Why lots of times we don't even have any supper at our house.

GEORGE: Well, if that's true how could your father buy you those shoes? Warm leather shoes cost lots of money.

HERMAN: Yes, they cost four pieces of silver.

GEORGE: Gee, where did you get four pieces of silver?

HERMAN: Well—Will you promise not to tell anybody?

ALL: Yes. [*They crowd closer.*]

HERMAN: You know, I go to see Blessed Mother lots of times every day. She and I are friends. When I go in she always smiles. Once she took me close up beside her so I could talk to her little Boy. He's just a Baby yet, but He talks to me too. She noticed I didn't have any shoes this morning so she told me to look under the big red stone in front of her altar. I did. It was kind of hard to lift, but I found four pieces of silver underneath. She said I could have them to buy some shoes, and I did.

BOYS: Gee!

HERMAN: I've got to go now. Good-by!

BOYS: Good-by.

[*They go back to work on the wagon.*]

WILLIAM: All that money under the red stone in the church!

GEORGE: And all he had to do was lift up the stone—after she told him where to look.

WILLIAM: Say! There's something funny about the whole thing. I never heard of a statue talking.

ALBERT: Neither did I, but he must be telling the truth, or he wouldn't have found the money.

WILLIAM: I'll bet he just imagined the whole thing.

ALBERT: But you don't imagine money. Say, a little would come in handy right now to fix this wagon.

GEORGE: Yeah! We need another wheel or something. This one won't stay on, and we have to have more nails to fix the box.

WILLIAM: What do you say we look under the stone in the church, and see if there's any more money there.

GEORGE: In the church! Why, that would be stealing.

ALBERT: Well—if she gave some to Herman I guess she wouldn't care if we took a little.

GEORGE: Yes she would, if she hadn't told us we could have it.

WILLIAM: Aw, no she wouldn't, besides there's probably loads of it. Maybe some thief hid it hundreds of years ago, and now it doesn't belong to anybody.

GEORGE: If a thief did hide it there that doesn't make it ours. Besides I don't believe anybody but the Blessed Virgin put it there. Anyway, no matter how it got there it's not ours, and if we take it, it will be stealing.

ALBERT: Aw, let's go and look. Maybe there isn't any there after all.

WILLIAM: Yeah, let's. Come on.

[*William and Albert drop their tools and start off. George remains with the wagon.*]

GEORGE: I'm not going.

WILLIAM: Aw, come on! Don't be a baby! Are you afraid? You big sissy!

GEORGE: I am not a baby! I'm not a sissy either!

ALBERT: George is a sissy! George is a sissy!

GEORGE: I am not a sissy!—I am not—And just to show you—[*he follows them*].

Act II—Scene 2

SCENE: Within the church. The three boys walk in, pass the main altar without genuflecting, and go over to the altar of the Blessed Virgin. Albert and William are in the lead. They peer around to see if anyone is near. George lags behind, but as they near the altar joins the others in their activities. William points to the floor, and speaks in a low tone.

WILLIAM: Here it is fellows! Come on somebody, and help me lift.

[*They all tug at the stone and after much effort succeed in moving it. They look under it, feel around in the hole in the floor, and then look at one another in surprise.*]

ALBERT: Why, there's nothing here!

WILLIAM: Nope! Didn't I tell you he just imagined the whole thing, or made it up.

GEORGE: I don't think Herman would tell a lie. Oh, I'm afraid! The Blessed Virgin must be very angry with us! Let's go!

WILLIAM: Hush! Someone's coming! Hide! Quick!

[*They run behind the altar, and peer out now and then to watch Herman, who is just coming in.*]

HERMAN: Good afternoon, Lady, I've only got a minute. I just ran in to show you my new shoes. Aren't they nice? They're warm too, much warmer than wooden shoes. I have to go now, but may I look under the stone again? We haven't a thing for supper.

[*The Lady nods and smiles. He lifts up the stone, picks up a piece of silver, and then carefully re-covers the hole in the floor. The others gape in astonishment. Herman does not see them.*]

HERMAN: Thank you, dear Lady! Good-by! I've got to run.

[*He runs to the door, turns, waves back. She smiles, and becomes rigid.*]

ALBERT [*Coming out from behind the altar followed by the others*]: Did you see that? Just lifted the stone, all by himself as if it was a feather!

WILLIAM: And picked up the money just as if that hole was full of silver.

GEORGE [*in awe*]: Did you hear him talking to the Blessed Virgin? Why, he acted as if she was alive, and I'm sure I saw her smile at him. It's a miracle!

WILLIAM: Miracle! Smile! You didn't see that statue smile! See how solemn she looks. Why she's only made of plaster. You didn't hear her say anything did you? Neither did I! Come on! If he found some money, we might as well find some too.

[*They lift and pull, finally moving the stone.*]

WILLIAM: Say, this is heavy! How did he move it?

[*They look under the stone, put in their hands, bend over and peer at it closely.*]

ALBERT: Nothing here! And look, it's all lined with stone so if there was any money

here we'd find it without digging around.

GEORGE [*Beginning to cry*]: Oh! Oh! Let's get out of here! I'm afraid!

ALBERT: Yeah! Let's go! She must have given it to him after all, and she didn't mean it for us either.

WILLIAM: I guess you're right. She doesn't have anything to do with thieves.

[*They sneak out with heads bowed. George sobs.*]

Act III

SCENE: The street as in Act II, Scene 1. Herman is helping the others with the wagon. They are all whistling, each in a different tune or key.

HERMAN: We ought to get this done today. WILLIAM: We'd have finished yesterday only for that old wheel.

ALBERT: And, I had to wait until I could get some nails from my dad.

[*George stops whistling and looks from one to the other. Then he goes back to work.*]

HERMAN: I've got to go now. Confessions today. Coming?

WILLIAM: Nope. A feller can't spend all his time in church.

ALBERT: Have to get this done now.

GEORGE: Uh—I—guess—I'll—go. Might as well.

[*George goes with Herman.*]

WILLIAM: Did you see that? The big sissy! Guess his conscience is bothering him.

ALBERT: Bill—uh—er—mine is too—a little—you know—

WILLIAM: I know what?

ALBERT: Well—you—know—we really shouldn't have done it.

WILLIAM: Yeah, I know. And I don't feel so good about it either, but what are we going to do about it? It's done, isn't it?

ALBERT: Yeah—but—aw, come on, let's go to confession.

WILLIAM: All right! Come on!

[*They go out.*]

Act IV—Scene 1

SCENE: The next day in the church. Herman comes in carrying a large apple.

HERMAN: Good morning, dear Lady! We had some nice red apples this morning, so I brought you one.

MARY: Oh! Thank you, Herman, but isn't this your breakfast?

HERMAN: Well, I'm not very hungry today. Are you awfully busy this morning, Mary?

MARY: No, my boy. What is it?

HERMAN: I'd like to ask you a very important question.

MARY: Yes?

HERMAN: You know, I want to be your boy, to belong to you all the time, even when I grow up. Do you want me to belong to you and your Son—Special?

MARY: Why yes, Herman. We would love to have you belong to Us—Special.

HERMAN: I guess that means I'd have to be a monk doesn't it, but it's so long to wait until I'm a man. You know I heard someone say the other day that you could become a Pre—Pre—Premon—

MARY: Premonstratensian.

HERMAN: Yes, that's it, a Premonstratensian when you were twelve. I'll be twelve in a few more years. I would like to be a Premonstratensian. Do you think I could?

MARY: Oh, Herman, that would be wonderful, and I don't see why you couldn't. You would be a good monk, because you try so hard. And here is a secret. If you do, you will be called by another name—Joseph—Herman Joseph. Won't that be nice?

HERMAN: Joseph—Herman Joseph—Oh, Mary!

[*A loud noise is heard coming from the back of the church. Herman looks and sees William, George, and Albert pulling the wagon into the church. It is filled with flowers. He goes back to them.*]

HERMAN: What are you going to do with all the flowers?

GEORGE: Why, we're going to give them to the Blessed Virgin.

HERMAN: You are? All of them?

WILLIAM: Yeah, she did something for us.

ALBERT: We are having a thanksgiving pro-

cession, but we couldn't carry all the things ourselves, so we had to bring the wagon.

HERMAN: Here, let me help you.

[*They leave the wagon halfway back to the door, and carry the flowers up to the altar. Placing them in piles around the feet of Mary they kneel a moment, and then jump up and go out pulling the wagon after them. They look at Herman as if expecting him to go too. He follows, but turns at the door, and waves back at Mary. She smiles and waves her hand a bit, then as he leaves, she becomes rigid.*]

(*The End*)

Sermons in Verse

Sister M. Ignatia, O.S.F.

PETITION

My little lamp is almost empty, Lord;
The light is dim.
Fill it with sacrificial oil of pain,
Up to the brim.
Wash it with tears till crystal clear it shines;
Trim the wick right:
Then touch it with Thy love and it will give
Beautiful light.

It was assigned to a class of carefree, mischievous juniors, with the hope that it might have a special appeal because they had had the opportunity of hearing Miss Fox lecture. It was given with the short remark, "Here is a lovely little poem by Miss Fox. You can use it as a prayer, if you have the courage to say it."

It was recited at intervals with other poems; it was applied to characters in literature whose lives had been made beautiful through suffering. And a year or two after the assignment had been given, the teacher was told in confidence that that little prayer had been recited daily by one of those juniors, during two years that had been full of sufferings of a particularly bitter nature. Unknown to the teacher (until several years later) that little poem had traveled outside of the junior classroom, and had become a school prayer. It had its place in the students' missals and prayer books, and it was a common thing to hear when some trouble or sorrow entered the life of any of the students, "She will have a real chance to say her 'little lamp prayer.'" The message of the poem "Petition" had entered into the philosophy of life of those students.

"Tipperary in the Spring" also preached its little sermon in verse. It was given to a class whose attitude of mind toward spring and its delights was prosaic, matter of fact. One student in particular of the group thought it very silly for poets to talk every year about the grass coming up and the flowers growing and the winds blowing. Couldn't any sane person see that for himself? The beauties of nature simply did not exist for her. The poem was memorized grudgingly, with the uncomplimentary remark, "Can't see much in that." It was not repeated often in the classroom, but every time the teacher met these particular students on a fine spring day, shouting for sheer joy, she greeted them with, "Oh, sweet is Tipperary in the spring time of the year," and invariably they would continue with a gusto and an appreciation that seemed to indicate they had caught the author's point of view, of nature's glorious spring miracle, "ever ancient, ever new." And that point of

We all need them—sermons, or at best, an occasional sermonette. But human nature is strangely constituted and does not always relish the things that it needs. However (strangely again) human nature will accept substitutes, and, according to George Herbert "a verse may find him who a sermon flies."

Fine bits of verse, memory gems in the old-fashioned terminology, have their place, and an important one, in the formation of character. That repetition creates attitudes of mind, and that the right attitude of mind is important in the building of character, bears repeating in connection with the use of memory gems as an aid to moral training.

If literature consists of the finest thoughts of the finest minds of the human race, the gems chosen for memory work are the cream thereof—rich, concentrated. And often the bit of verse will "find him who a sermon flies," for the poet sums up "his thought in a picture or a shining phrase, by clothing his vision in a singing robe, by bringing his faith to a glow-point of beauty." And beauty at glowing point must needs warm and stimulate.

A verse assigned by a teacher for memory study, repeated at random intervals, will build up a group of associations easily recalled. Especially will this be true if the recall is not exactly at random, but when the teacher utilizes situations for recall where the principle involved is applicable. To illustrate: Robert Loveman's "April Rain" with its opening line, "It is not raining rain to me, its raining daffodils," might be used with a class inclined to bemoan the least little difficulty and to resent the slightest effort. It is a dreary day; the class is inclined to grouch and shows it plainly when the teacher enters. But knowing her pupils, and grasping the opportunity, with a broad smile she begins, "It is not raining rain to me," with a sign to the class to continue the poem they have memorized. And it is usually a case of the verse finding "him who a sermon flies." At any rate, it is often more effective than a classroom sermon, and if it finds its mark often enough, it creates a habitual attitude of mind toward dreary days and toward difficulties.

The explanation or discussion which accompanies the assignment of a memory gem or group of verses, may be vivid and at length, or extremely brief. The statement made by President Eliot, "I hold in memory bits of poetry learned in childhood, which have stood by me through life in the struggle to keep true to just ideals of love and duty," has been verified over and over again.

A poem in point is the following by Miss Ruth Mary Fox:

view added something to their characters that cannot be measured in inches nor money value, but it is just as real as the things that can be measured.

Illustrations, numerous and varied as autumn leaves, could be gathered and heaped up, each by its rich, mellow color, telling its beautiful story. But no matter under what condition the lines were memorized, willingly or otherwise, this is true of all of them: memory gems learned and reinforced by repetition and discrete application, have served a purpose, and a worthy one, in the process of character building. According to Felix Adler, in his *Moral Instruction of Children*, it is "the aesthetic, intellectual, and emotional faculties" which are "called in as witnesses to bear testimony to the moral truths; they are invited to stand up in chorus and say Amen! to the moral commands."

One last illustration will conclude this discussion of memory gems. One class of careless habits and weak wills had been fed on a diet of poems dealing with the theme of making pure joy of difficulties and using will power to accomplish it. It seemed an ill-planned diet, for results were not forthcoming and the ailment seemed augmented. But on commencement day the senior reading the class essay, was sorely tempted to run off the stage and spare herself the humiliation of finishing her "pure joy" came into my mind, and I went on to the bitter end." And both this occasion and the phrase "pure joy" and the poem that illustrated it, stood up to chorus a solemn "Amen" when difficulties of a more serious nature presented themselves in later life.

Practical Lessons in Drawing

Sisters M. Rita and M. Imelda, O.S.B.

Color Scheme for April Drawings

First Week

First Grade: Duck, yellow; water, blue; sky, light blue.

Second Grade: Nest, brown; twig, brown; eggs, light blue.

Third Grade: Sky, light blue; trees, green; fence, black.

Fourth Grade: (Poster) Birdhouse, yellow trimmed in black; birds, blue; foliage, green.

Fifth Grade: Tree, brown; foliage, green; woodpecker has red head, black wing and tail, and white breast.

Sixth Grade: (Poster) Letters, blue; blossoms, light blue; leaves, green.

Junior High: (Scene) Sky, light blue tinted with red; sails, white outlined in black; boat, brown; water, dark blue.

Second Week

First Grade: Sprinkling can, yellow outlined in black.

Second Grade: (April shower) Umbrella, black; girl, blue.

Third Grade: (Scene) Mountains, brown or black; water, blue-black.

Fourth Grade: (Dutch scene) Sky, light blue; foliage, green; windmill, yellow with red sails; boat, brown with white sails; water, blue.

Fifth Grade: (Farm scene) Sky, light yellow; trees, green; silo, red; barn, white; fence, black; grass, green.

Sixth Grade: (Scene) Sky, light blue; house and birds, black; birdhouse, red; trees, green; path, brown; fence, black.

Junior High: Horse, black.

Third Week

First Grade: House, white; tree, green.

Second Grade: Garden tools, brown.

Third Grade: (Poster) Letters, blue or black; boy, outlined in black.

Fourth Grade: Flower, pink; leaves and stem, green.

Fifth Grade: (Poster) Flower, white with orange center; leaves, green.

Sixth Grade: "Scottie," black.

Junior High: (Scene) Swan, white; water, blue; sky, light yellow; trees, green; bridge, red.

Fourth Week

First Grade: Windmill, yellow; sails, brown.

"Allovers"

Second Grade: Letters, black; windmills, brown with red sails; blocks, blue.

Third Grade: Circles, solid green; conventionalized flower, red.

Fourth Grade: Umbrella, blue; birds, yellow.

Fifth Grade: Squares, red; diamonds, black.

Sixth Grade: Circles, green and black alternating.

Junior High: Solids, blue; diamonds, yellow outlined in black.

	GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI	JUNIOR HIGH
FIRST WEEK							
SECOND WEEK							
THIRD WEEK							
FOURTH WEEK							

An April Drawing Schedule for Grades I to VI and for Junior High School.

Pitter Patter Gentle Rain

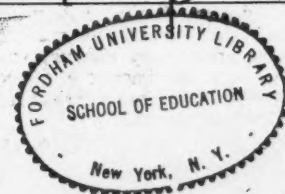
*Sister M. Limana, O.P.**Sister M. Marian, O.P.*

Spark- ling fair- y rain - drops, Hap - py as can be;
Whirl a - bout the mead - ow, Dance up on the lee;
When you've done the du - ty, God as-signed to you,

Did you come from Cloud - land Just to play with me?
It will give me plea - sure All your sports to see.
Sail with mer - ry sun - beams To the hea - vens blue.

Pit- ter, pat-ter, gen-tle rain, . Trick-ling down the win-dow pane;

You may not come in to play; I may not go out to - day.



An Activity Program in General Science

Sister Rose of Lima, C.D.P.

The unit system, as distinguished from the ordinary lesson-learning plan, takes into consideration an aspect of learning different from the one generally understood. In lesson learning we have a process of daily performance with little or no learning products; the pupil learns for the day that he may be able to give back certain facts which have been assigned for study. He may bring perfect lessons, in the ordinary sense of the word, and yet experience no change in his attitudes and personality; in other words, he is not able to use what he has learned when the need or the occasion comes. It is only when he becomes predisposed to regulate his conduct and his tastes according to certain ideals which he has developed as a result of his study that we can say he is being educated. A routine of daily lessons may give him a lot of data and facts about science and he may memorize a series of laws and principles without adapting any of them to his way of behaving. For instance, he may know all that relates to bacteria and harmful microorganisms, and yet be just as careless of cleanliness and sanitation as he was before. Such is the situation that results when our teaching has failed to elicit an adaption or change in the attitudes of our pupils.

The unit plan aims at effecting this transformation, so that what the pupil learns in any subject will not only result in the gaining of knowledge, the acquisition of certain abilities, but also in the development of appreciations and attitudes, which will influence him in his daily life. The unit is especially adapted to accomplish those aims, due to its flexibility, by which it can be adapted to any group, with the subdivisions thereof, and in any subject. Again, the content and the exercises in the unit are so planned as to stimulate a maximum of pupil activity, so that the student is doing his own studying and making immediate applications, each in his own rate and level of ability, the teacher stimulating and directing the work as necessary.

An attempt has been made here to show how a course for a year's work in general science (or any subject) is divided into a sequence of units, the number depending upon the length of the school year and the time to be devoted to each unit, which is usually about four weeks. When the teacher makes the presentation, or tells the story of the unit, each pupil is provided with a *guide sheet*, which is a mimeographed copy of the whole unit, except, of course, the mastery test.

At this point the assimilation begins, with the help of the various problems and exercises outlined in the guide sheet. This work is done mostly during the class periods, under the supervision and direction of the teacher, who goes around and gives individual help where needed, taking particular care of the poorer pupils.

When all have passed the assimilation test, after completion of the problems and exercises, two or three days are given to the *organization*. This step consists, first, in assembling and arranging in a systematic way all that has been learned in the unit. An outline, a brief, or an essay will serve to summarize the work. An important part of the organization is the *recitation*, which consists of floor talks on the various phases of the unit. About six or eight pupils are assigned topics, which they are to discuss in five- or

ten-minute talks. This procedure is done in much the same way as the presentation at the beginning of the unit, except that the speaker takes his place at the teacher's desk or at the demonstration table, while the instructor becomes one of the audience. These floor talks afford excellent opportunities for development in self-confidence, poise, pupil independence, and even public speaking.

The several units for the year's work should have some relation to each other; the problems in one should lead to those in the next; moreover, care must be taken that all the important aspects of the course be included in the units. For this reason it is wise to use a course of study in making out the plan.

The books in the bibliography should be at the pupils' disposal, probably in the room where the work is done. A textbook is not necessary if there is a sufficient number of library books available. Some teachers prefer not to use the text in the unit system, except as a reference book.

In the plan outlined below, the units are first enumerated in the order in which they are to be worked out. Then each unit is subdivided into three or four subtopics. Unit VII has been developed fully, showing step by step, the procedure that would be followed in its development. The problems and exercises vary in difficulty. The fundamentals should be mastered by all, including "C" pupils. There are more difficult problems, which some "C" pupils will perhaps try, but which will be to the level of the second or "B" group. Finally there are still more difficult ones adapted to the rapid learners or "A" pupils.

OUTLINE OF A UNIT IN GENERAL SCIENCE

Unit I—Our Environment and Its Working Factors.

Unit II—The Air and How It Works For Man.

Unit III—Water and Water Power.

Unit IV—Forms of Energy and Their Applications.

Unit V—Magnetism and Electricity.

Unit VI—Communication.

Unit VII—The Weather and Climate.

Unit VIII—Plant Life.

Unit IX—Animal Life.

Unit X—The Human Body.

1. *Our Environment and Its Working Factors*
a) How we can become acquainted with our environment.

b) *Why it is important to understand our environment.*

c) How knowledge is related to our environment.

d) The best way of studying our environment.

2. *The Air and How It Works for Man*
a) Air, a form of matter.

b) Weight and Pressure of the Air.

c) Necessity of Air to all Forms of Life.

d) How Air Makes Things Burn.

3. *Water and Water Power*
a) The components of water.

b) The physical properties of water.

c) How our homes are supplied with water.

d) How water power is transformed into other forms of energy.

4. *Forms of Energy and Their Applications*
a) Energy of heat.

b) Energy of light.

c) Energy of motion.

d) Electric energy.

5. *Magnetism and Electricity*
a) Nature and use of magnets.

b) Nature and kinds of electricity.

c) Ways of producing electricity.

d) Electrical appliances in our homes.

e) How to read the electric meter.

6. *Communication*

a) The telegraph.

b) The telephone.

c) The radio.

7. *The Weather and Climate*

a) Changes in temperature.

b) Changes in atmospheric pressure.

c) Work of the Weather Bureau.

d) Evaporation as related to climate and weather.

8. *Plant Life*

a) Various forms of plant life.

b) How plants obtain food.

c) How plants behave.

d) How plants help us.

9. *Animal Life*

a) Protozoa.

b) Metazoa.

10. *The Human Body*

a) Structure of the human body.

b) Care of the human body—foods.

c) Protection of the human body against disease.

OUTLINE OF UNIT VII

The Weather and Climate

Time: 4 weeks

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2. Carpenter and Wood, *Our Environment* (Boston: Allyn and Bacon, 1934), Unit II.

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4. Pieper and Beauchamp, *Everyday Problems in Science* (Chicago: Scott, Foresman, 1936), Unit III.

5. Trafton, *Science in Daily Life* (Chicago: Lippincott, 1936), Unit III.

6. "Foundation Classroom Materials," Child Development Foundation, 1934.

7. Bulletin, State Department of Ed., Vol. XIV, No. 3, Austin, Tex., March, 1938.

8. Morrison, H. C., *The Practice of Teaching in the Secondary School* (University of Chicago Press, 1939).

Bulletins and Pamphlets

1. Department of Agriculture, Miscellaneous Publications: No. 114, The Weather Bureau, 5 cents.

2. U.S. Bureau Bulletins: No. 42, Weather Forecasting, 5 cents.

3. Explanation of the Weather Maps, free.

4. Wind Barometer Table, free.

Visual Aids

Weather maps from the Weather Bureau.

Charts showing storm paths.

Charts showing table of relative humidity.

Objectives for Unit VII

1. To develop an understanding of weather changes.

2. To develop a scientific attitude in the interpretation of weather phenomena and to recognize superstitious beliefs.

3. To understand the weather forecast and its meaning in one's daily life.

4. To acquire the ability to read intelligently the daily weather map.

5. To acquire the ability to construct weather curves and graphs.

6. To become familiar with the instruments used in measuring temperature, air pressure, wind velocity, and precipitation.

7. To understand and appreciate the work of the weather bureau.

Exploration Test

Objective

To find out what the child already knows about weather and climate. Mark each statement true or false. (T—F.)

1. Clothes dry better on cold days than on warm days.

2. Clothes dry better on windy days than on calm, still days.

3. Water pitchers "sweat" on warm, muggy days because the moisture goes through the walls.

4. A very heavy dew generally means fair weather.

5. A red sky in the evening is a sure sign of rain the next day.

6. A rainbow is a sure sign of fair weather the next day.
7. Climate and weather are exactly the same thing.
8. Water boils at a lower temperature up on a mountain than at its foot.
9. A room is most comfortable at a temperature of about 68 deg. F.
10. The Fahrenheit thermometer is ordinarily used in this country, while the centigrade is used for scientific measurements.
11. A large amount of evaporation from the land and bodies of water increases humidity.
12. A rising barometer means bad weather.
13. Climate determines what plants will grow in various places.
14. The United States lies in the South Temperate Zone.
15. The atmospheric conditions at any one time and place make up what we call *weather*.
16. Dry climates tend to destroy disease germs.
17. Man adapts himself to climate better than animals.
18. Weather is affected by change of seasons and the position of the rays of the sun.
19. Hot air is lighter than cold air, and so rises.
20. Hot air can hold more moisture than cold air.
21. If one's bones ache, it is going to rain.
22. An anemometer is to determine the relative humidity, while a hygrometer is used to measure the speed of the wind.
23. Precipitation means rain, snow, fog, and hail.
24. "Evening red and morning gray, sends the traveler on his way."

Presentation

"If tomorrow is the day of the 'Big Game,' it is going to make a lot of difference to you whether it rains or not. How are you going to tell what will happen? Well, the radio will give you weather reports at intervals during the day; the morning and evening papers will forecast it for you; and if you have a barometer, you can forecast it yourself. But, how and why?"

"Weather varies greatly in various parts of the country. We have the almost endless sunshine of Florida and California, the cold, raw winds of a New England early spring, the winter blizzards of the Northwest, the heavy summer heat of the Mississippi River basin. Weather varies greatly in one place from day to day. Golden days of warm sunshine are followed by gray days of fog."

"Difference in weather affects the individual. But differences in climate affect the whole people. What but the climate could make the people of the tropics slow, easygoing, and lacking in ambition, while those of the northern countries are just the opposite? Weather and climate are potent factors—they affect plant life and animal life, and man's occupation and health."

"What is the difference between weather and climate? Climate refers to a condition lasting a long period of time, over large areas, as the Southwest, Canada, Mexico, Africa, etc. Weather refers to the local changes and variations that occur frequently and over small areas."

Problem I. Variations in Weather

We often say of a person that he is "as changeable as the weather," and we say it with good reason, for the weather is constantly changing, accompanied by variations in temperature, air pressure, and humidity or moisture present in the air.

Experiment I:

How can we determine changes in temperature? Place a thermometer outdoors in a shady place and take the readings at regular intervals, say a certain hour each day. Mark down the readings each day, and at the end of the month, construct a graph. Note the variations in the curve.

Experiment II:

How can we show variations in air pressure? Read a barometer at the same hour each day for a month and add a pressure curve to your graph. Does it seem to have any relation to the temperature curve?

Experiment III:

How can we show variations in relative humidity?

Use a hygrometer (or two thermometers, one



with a wet cloth wrapped around the bulb) and take both readings. Subtract the wet-bulb reading from the dry-bulb reading. What is the difference? Take that number and the dry-bulb reading to find the relative humidity on your card with the table of relative humidity. What is the percentage of moisture in the air today? Mark down this number and repeat each day during a month. Construct a curve and add it to your graph. Does the relative humidity seem to have any relation to the temperature and pressure?

Self-Testing Exercise

1. Describe the chart you made and explain in your own words how you took the temperature, air pressure, and relative humidity.

2. Write a good definition for climate, weather, thermometer, barometer, and hygrometer.

Exercise I. Story of the Unit

1. Read the story of the unit and in five sentences give the big ideas contained in the unit.

2. Write six questions that come to your mind as you read the unit.

3. Give three causes that affect changes in the weather.

4. List five ways in which the weather affects our lives.

5. Make a list of trees and plants that will thrive in your state but will not do so in a different climate.

6. Make a weathervane to be used in making weather charts.

Exercise II.

1. What is the most comfortable temperature for the classroom? (Read the thermometer at the time when you think the temperature is perfectly comfortable and mark down the reading. Repeat every day for about ten days and find the average temperature.)

2. What percentage of relative humidity should be present in the air for the greatest comfort of the room?

3. What can you do to remedy the condition when the air in the room is too dry?

4. What is a *humidifier*?

5. Why is the temperature not the same everywhere, since the sun is the chief cause of the heating of the air.

Exercise III.

1. Write in your own laboratory notebook the three experiments we did on "Variations in the Weather" and note your observations and conclusions and applications.

2. Draw a hygrometer.

Problem II. Changes in the Weather Due to Temperature

Did you ever notice that hot air rises and cold air goes down? If not, stand near the stove on a cold day and notice that your face soon gets hot while your feet are still cold. When air is heated, it expands, so if you have a given volume of cold air, and an equal volume of warm air, you really have less of the warm air, because it is expanded; hence it must weigh less.

Experiment IV.

Does air expand when heated?

Take a flask and close it up with a one-hole stopper, in which is inserted a piece of glass tub-

ing. Hold the end of the tube under water and gently heat the flask. What happens? Now remove the flame, still holding the tube in the water. What happens as the flask and the air in it gets cooler? What conclusion do you draw? Then what happens when the sun heats certain areas?

Experiment V.

Is warm air lighter than cold air?

Take two flasks of equal weight and get them perfectly balanced. Now slightly heat one of the flasks. What happens? Then the air in it must become lighter. Why? What, then, happens when masses of air are heated by the sun and cold air from near-by regions presses against these hot masses? What do you conclude about air pressure and temperature as factors in weathermaking?

Experiment VI.

What causes condensation?

Half fill a glass of ice water and let it stand a few minutes on a warm muggy day. What happens? This is because the air, which is warm, contains tiny, invisible drops of water known as water vapor. When this warm air touches the cold glass, it is suddenly cooled, and, as cold air cannot hold as much moisture as warm air, then the excess moisture is deposited on the cold surface. We call this *condensation*. What do you conclude happens when clouds laden with moisture move into colder regions of air? What do you suppose happens if this air is below the freezing point of water? This is how snow, hail, and sleet are formed.

Self-Testing Exercise

1. What causes local storms?

2. Explain the difference between climate and weather.

3. If the wind is blowing from the east, in what direction is the area of low pressure?

4. Why does a heavy snowstorm inland generally change to a rainstorm along the seacoast?

5. Why does steam form on spectacles when a person wearing them enters a warm room in winter?

6. Why does frost form at night on a window-pane, a board, or a stone?

7. Why does the area between the Cascade and Rocky Mountains get little rain?

Experiment VII.

How does atmospheric pressure affect a barometer?

Fill a barometer tube and a small dish with mercury. Hold your finger over the end of the tube while you invert it into the dish of mercury, without letting in any air. What do you observe? This is because the surrounding atmosphere has weight and presses down on the surface of the liquid in the dish with enough force to hold up the column. The heavier the atmosphere, the more it presses down on the mercury in the dish, and the higher the column is pushed up into the tube. Air is lighter when it contains moisture than when it is dry. Then, under what weather conditions will the barometer rise and fall?

Exercise

1. Write Experiments IV, V, VI, and VII in your laboratory notebook, describing your observations and making your applications and conclusions.

2. Draw the barometer you made in the laboratory.

Did you ever stop to think of the invaluable services rendered us by the United States Weather Bureau? It plays an important part in the well-being, happiness, and business life of many people. It contributes valuable data for people of every calling in life, as the farmer, the contractor and builder, the historian, the merchant, and even the aviator.

Besides the invaluable daily weather map, the United States Weather Bureau is making scientific studies of all things which will help every man in his daily life, for weather affects us all. You just have to watch the daily newspapers to read about experiments concerning the weather.

Problem III.

To understand and appreciate the work of the United States Weather Bureau.

Examine a daily weather map and notice the circles over different areas of the United States. You will see that some are marked "High" and are in clear regions, indicating fair weather. Other circles are marked "Low," and these lie in shaded

regions indicating bad or stormy weather, the atmospheric pressure is less, as we learned in the study of the barometer.

The arrows indicate the direction of the winds, and the small circles to which they are attached indicate rain when they are black and clear when they are white. Notice that the winds always blow away from a "high" and toward a "low."

What do the series of circular lines, some dotted and some solid, indicate? The dotted lines are *isotherms*, indicating temperature, and the solid lines are *isobars*, indicating atmospheric pressure. One continuous line indicates the same temperature (or pressure) in all the areas through which it passes.

Self-Testing Exercise

1. Which part of the United States is a storm area, according to your map? Which area is clear?

2. What was the temperature in San Antonio the day your map was made? Write all the information your map gives about the weather here on that day.

3. What other cities had the same kind of weather on that day?

4. If the wind is blowing from the east, where is the storm center?

5. Compare weather maps for three days in succession and note the changes. In what direction do the storm centers seem to move? Does this correspond to the storm paths we studied at the beginning of our unit?

Exercise I.

1. List industries that profit most from the weather bureau's daily report.

2. Write five sayings that you have often heard about the weather. What grounds do you have for thinking that they are true or untrue?

3. Explain the meanings of the symbols used on weather maps.

4. List ways in which the Weather Bureau helps you.

5. What kind of day would you choose to wash the clothes?

Exercise II.

1. From a study of the United States Weather Map, fill in the following table:

City	Temperature	Air Pressure	Dir. of Wind	Weather
San Francisco				
Denver				
New Orleans				
Chicago				
New York				

Date	Weather	Highest Temperature	Lowest Temperature	Time
	Clear or Cloudy, etc.			

Highest Air Pressure	Lowest Air Pressure	Time

Other Activities

1. Write for bulletins and free materials as listed at the beginning of the unit.

2. Visit an airport to find out how weather conditions are determined and how closely they are checked.

3. Make your own weather predictions and check with those of the Weather Bureau.

4. Make a rain gauge and measure the rainfall during the coming month.

You have noticed how rapidly the sidewalk gets dry after a rainfall. You have sometimes wondered what becomes of the water that's left a few days in an open pan. Perhaps, too, you have wondered what takes place when clothes get dry on a washday. You say "the water got dry." It would be more correct to say it has *evaporated*. The air takes the moisture from the sidewalk, the pan of water, and the wet clothes just as a sponge absorbs water. *Evaporation*, then, is the changing of a liquid to a vapor—just the opposite of condensation. Moisture is continually being taken up by evaporation from oceans, rivers, lakes, and damp or wet land. At the same time it returns to other places in the form of fog, rain, snow, hail, and clouds.

Warm air holds more moisture than cold; therefore, evaporation is more rapid at high temperatures than at low ones. This is why clothes dry faster in summer than in winter. A wind which carries dry air increases the rate of evaporation.

Problem IV

Experiment VIII.

What effect has evaporation on temperature?

Dip your finger in water and hold it up in the wind. Does it feel cooler or warmer? Then, does evaporation give or absorb heat?

Now wrap a small piece of wet cloth around a thermometer bulb. Take the reading; then fan the cloth vigorously until it starts to get dry. Now read the thermometer. Has any heat been taken from the bulb during the evaporation of the water?

Do you know now why you feel cool when you fan yourself on a warm day?

What kind of climate should you expect where dry winds are usually blowing? Why?

Exercise

1. Write Experiment VIII in your laboratory notebook and give your own observations, applications, and conclusions.

2. Explain the semidesert conditions throughout the southwestern part of the United States.

3. List the factors that hasten evaporation.

4. Why do you feel more uncomfortable on a warm damp day than on a warm dry day?

5. Why does alcohol have a cooling effect when applied to the skin?

Projects and Poster Display

1. Keep a record of the clouds you see during a week. What was the weather like on each of these days? Did the clouds tell you anything?

2. Name and describe four kinds of rain clouds.

3. Read an anemometer every day during a week and make a table of the wind velocity as follows:

Mon.	Tues.	Wed.	Description	Speed Per Hour	Direction
			Gentle breeze	7 miles	Westerly

4. Construct a weather chart, using the data gathered in the different weather records you have kept.

5. Collect pictures of different kinds of clouds.

6. Find pictures of cyclones and tornadoes and give an account of the damage caused by them.

Organization

Part I

1. Make out a brief of Unit VII, developing the four main topics.

2. In a sentence or two explain the following: relative humidity, condensation, evaporation, precipitation, hygrometer, anemometer, isobar, isotherm, "low," "high."

3. List four causes of weather changes.

4. List four factors that determine the climate of a country.

5. Be prepared to give a five-minute talk on one of the four major problems studied in this unit.

6. Write a summary of Unit VII in the form of an essay of about 600 words.

Part II

1. What two weather factors are the chief causes of low atmospheric pressure?

2. Why does there appear to be a greater breeze on the water at night than on the land?

3. When smoke from a steamship goes down, a storm is generally approaching. Explain.

4. Why is the temperature of the atmosphere lowered after a storm?

5. Why is our longest day seldom our hottest day and our shortest day seldom our coldest day?

6. Why is there always much draft near a bonfire?

7. How can different clouds in the sky move in different directions at the same time?

8. Why does a very heavy dew generally mean fair weather?

9. Why are people tired and uncomfortable on a muggy day in summer?

10. Explain the relation of weather to:

a) Plant life.

b) Animal life.

c) Human life.

11. Why is it not safe to stand near a tree or steel structure during a thunderstorm? Explain.

12. How is precipitation measured when it is in the form of snow or hail?

13. What are some reliable signs that foretell rain?

14. Why are the Americans known to be an energetic people?

15. What changes in temperature, air pressure, and sky conditions take place when (a) a "high" approaches and (b) when a "low" approaches? Explain.

16. Describe the different kinds of climate in different parts of North America and account for the conditions there.

17. What are the weather conditions in a "low"? in a "high"?

Mastery Test

Mark those statements that are true with a plus (+) sign and those that are false with a minus (—) sign.

- Difference in the temperature of the air at two points cause a wind.
- The wind always blows toward a "low" and away from a "high."
- Thunder and tornadoes are local storms.
- Air contracts when cooled.
- Warm air is heavier than cold air.
- A volume of dry air is lighter than an equal volume of moist air.
- Air pressure is less when it is going to storm.
- Humidity is usually greater in warm areas.
- The moving air is affected by the rotation of the earth.
- Nights in the Sahara Desert are apt to be very cool.
- One sunburns more easily on a high mountain.
- Snow is frozen rain.
- Dew comes out of the ground.
- Dew falls to the ground.
- Dark clouds are made of smoke.
- The amount of water vapor which the air holds depends upon the temperature of the air.
- When water evaporates, it changes into water vapor.
- Water vapor is invisible.
- When water vapor changes to liquid water, the vapor is said to evaporate.
- Air which has a low relative humidity requires greater cooling to produce condensation than air which has a high relative humidity.
- The relative humidity of the air changes from time to time.
- A given quantity of warm air can hold more water vapor than the same quantity of cold air.
- Clouds are made of water vapor.
- The saturation point of the air is the temperature to which air must be cooled before condensation of the water vapor in it will take place.
- Relative humidity means the ratio between the amount of water vapor in the air at a given temperature and the amount of water vapor that it could hold at that temperature.
- Frost is frozen dew.
- When air moves from a cold region to a warm region, the relative humidity of the air is increased.
- A fog is a cloud near the surface of the earth.
- A change in temperature causes changes in the relative humidity of the air.
- The presence of large bodies of water increases the relative humidity in the immediate region.
- When heated air is forced upward, clouds evaporate.
- When humid air is cooled to a great extent, much condensation occurs.
- We should look for good weather when the cirrus clouds appear in well-organized lines.
- If the west wind suddenly changes to south or northeast, bad weather is coming.
- If a summer fog breaks before ten, then we should look for continued good weather.
- Rainfall depends first of all on evaporation and then on wind.
- "Evening gray and morning red, sends the traveler home to bed."

38. If the ground hog sees his shadow on February 2, we can expect six more weeks of winter weather.
39. We should wait for a new moon to plant potatoes.
40. Lightning causes milk to sour.
41. Look for fair weather after three fogs.
42. Some weather changes are mysterious without any natural cause.
43. Foods have to be cooked longer in low altitudes than in high altitudes.
44. Storms in the United States usually move in a northeasterly direction.
45. The air becomes cooler after a thunderstorm because there is more moisture in the atmosphere.
46. At midnight the water of a lake or ocean is usually cooler than the adjoining land surface.
47. At night the wind on the beach blows toward the water, and during the daytime toward the land.
48. Aviators usually experience difficulty while flying in the North Atlantic.
49. A smoke smudge will protect an orchard from frost.
50. The height of the mercury column in a barometer tube will rise if the barometer is carried up a mountain, and it falls when it is carried in a deep mine.

Complete the following statements:

- When tornadoes occur over large bodies of water they are known as
- The general belt of winds in which the United States lies is known as
- An area of low air pressure is known as a
- Meteorologists call the low-pressure areas cyclones and the high-pressure areas
- An instrument used to measure the velocity of the wind is called
- Relative humidity is measured by means of a
- The solid lines on a weather map are known as and the dotted lines as
- When air is as full of water vapor as it can be, it is said to be
- The amount of rainfall is measured by means of a
- Snow is
- A space which has no air is called a
- The two thermometer scales are the and the
- The sun warms the earth by sending waves of energy through space.
- Clouds are formed when the water vapor in the air is below its point.
- It takes about inches of snow to make one inch of water.
- Two causes of differences of air pressure are and
- Lightning is attracted to high towers more than to low points because of
- When the sun's energy strikes the earth, it changes to and the surface.
- Heat causes water to
- If there is an oncoming storm, the barometer will

Multiple Choice

Underline the words that correctly complete each statement:

- Frosts are more apt to occur (a) on windy nights, (b) on clear nights, (c) on cloudy nights.
- When a pitcher of cold water "sweats," we have an example of (a) saturation, (b) evaporation, (c) condensation.
- Electrical storms occur more often in (a) summer, (b) spring, (c) fall.
- A farmer to plant seeds should wait for (a) a full moon, (b) a new moon, (c) a waning moon.
- Air must be removed from the space above the mercury in a thermometer (a) so the thermometer can be marked off in divisions of equal size, (b) so the mercury can go up, (c) so the mercury can go down.
- The sun is not so warm early in the morning as at noon because (a) the morning air is cooler, (b) there is more moisture in the air, (c) the rays of the sun are less perpendicular to the earth.
- The "steam" from the mouth of a teakettle disappears because (a) it changes to other gases, (b) it evaporates, (c) it is scattered around.
- The side of the moon facing the sun is extremely hot while the opposite side is extremely cold because (a) the sunny side is always day, (b) the rays of the sun strike the moon perpendicularly, (c) one side of the moon is exposed to the sun for a long period of time.
- Sprinkling the street cools the surrounding atmosphere because (a) it increases the humidity of the air, (b) evaporation absorbs heat, (c) it cools the ground.
- Still air is not easily warmed because (a) it is a poor conductor of heat, (b) it contains more moisture, (c) it exerts less pressure.
- Storms in the United States usually move in (a) a southwesterly direction, (b) a northeasterly direction, (c) a southeasterly direction.
- The boiling point of water is (a) 112 degrees F., (b) 212 degrees F., (c) 212 degrees C.
- The atmospheric pressure on a weather map is marked by (a) dotted line, (b) solid line, (c) circles.
- The seasons are caused by (a) the rotation of the earth, (b) the revolution of the earth, (c) spots on the sun.
- North America lies mostly in the (a) North Frigid Zone, (b) North Temperate Zone, (c) South Temperate Zone.
- The sun's rays give less heat when they come at a great slant because (a) fewer rays strike the earth, (b) they travel through a longer column of air, (c) they are not reflected so much.
- A solar eclipse occurs when (a) the moon is directly between the sun and the earth, (b) the earth is directly between the sun and the moon, (c) the sun is directly between the earth and the moon.
- Men are more progressive in a climate that is (a) always dry and cool, (b) always warm and humid, (c) variable.
- The kind of houses in which people live are determined mostly by (a) custom, (b) degree of civilization, (c) climate.
- Air causes water to evaporate because (a) the air is warmer than the water, (b) the air is lighter than the water, (c) the air is porous.

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The Pro Parvulis Book Club is a book club for American boys and girls, directed by Priests, Sisters, and Lay People. Each member receives each year six of the best new books in his age group. Group I is for boys and girls up to the advanced grades. Group II is for boys in the advanced grades and early high school. Group III is for girls in the advanced grades and early high school. Group IV is for juniors and seniors in high school.

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The Club publishes bimonthly the *Pro Parvulis Book Club Herald* which reviews and promotes the work of the Club and presents a variety of interesting current literary information.

The address of The Pro Parvulis Book Club is: Empire State Bldg., New York, N. Y. Miss Mary Kiely is the editorial secretary.

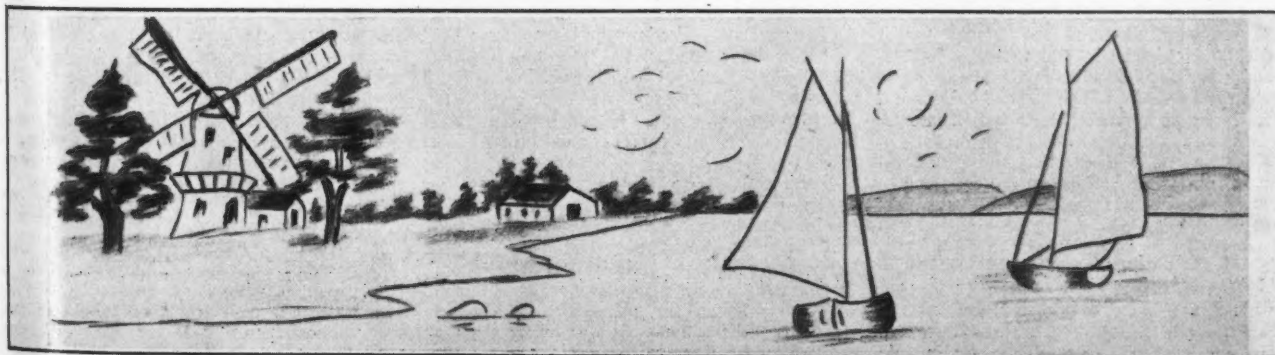
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A Holland Blackboard Border.

Color the sky blue with bright yellow tints; foliage green; windmill—sails yellow, top brown, body yellow, windows brown; houses white with red roof; water blue green; boats white with brown outline.

— Sisters M. Rita and M. Imelda, O.S.B.

Help for the Primary Teacher



What Birds Tell Us Correlation of Art and Religion In Grade One

Sister M. Anastasia, O.P.

gestion. That led to an instruction on saying morning and evening prayers. The birds "pray."

Second Day — Building a nest. "Help."

An interest in birds was aroused. The next day some pupils came in with the news that they had seen birds building a nest. They noticed that one bird helped the other. "Little children should help their parents by running errands, etc., and also the teacher by being quiet and doing their assigned schoolwork." Stories of helpfulness may be told here.

Third Day — Mother bird guarding her eggs. "Watch."

A lesson in "Safety First." "Watch for the cars" when crossing the street. An instruction on keeping guard over their souls and avoiding sin is appropriate here.

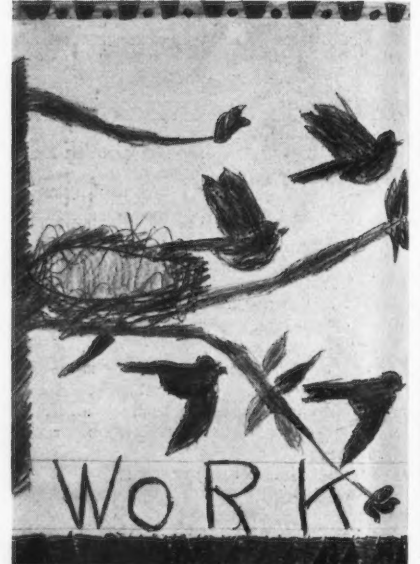
Fourth Day — Feeding the birds. "Give."

"How busy the parent birds are, feeding the hungry birds." Compare with their own parents, who are always ready to give them all they need. A talk on generosity to and thoughtfulness of parents and others was given.

Fifth Day — Leaving the nest. "Work."

The little birds are now ready to work for their own living. "Birds must work; little children must work, too." Here the idea of work was explained; getting their little school assignments finished; also their tasks at home.

Thus a lesson for each day's instruction from the life of the birds was brought home to the child by comparisons to the situations of his own life. Topics for the religion period were thus provided.



The bird has always been a welcome subject to little children. Whether the bird is drawn in crayon or pencil, it is a happy hour's work looked forward to by the children. The bird posters here illustrated were done in crayon. The pupils drew bird activities illustrating the lessons taught each day. Groups of three were assigned to work on each poster, so that each child had some part to draw.

B: Drawing and Cutting of Birds:

1. Study of birds:

a) Shape — round head, straight line for back and tail, beak, round body, long tail.

b) Color — pictures or specimens used as models for crayon coloring or cutting in colored paper.

c) Position — slant head down, tail up when feeding; head up, tail down when singing; spread wings when flying.

I. Objectives

1. An appreciation of the lessons taught the child by the birds, and to lay a foundation for the development of virtue and arouse in the child a desire to be good and industrious.
2. Create an appreciation of and an interest in birds.
3. Promote a real affection and consideration for birds and a desire to protect them.
4. Knowledge in drawing birds, trees, and blossoms.

II. Situations Leading to Unit

A. Discussions:

First Day — Song of birds. "Pray."

A little boy related that a little bird had awakened him that morning singing outside of his window. "That little bird was singing his morning prayer," was the teacher's sug-

- d) Atmosphere—adding twig, tree, trunk, leaves, blossoms.
- e) Class and constructive criticisms by teacher to aid them in improving their drawings.

2. Illustrate bird home life:

- a) "Pray"—bird singing.
- b) "Help"—father and mother birds building a nest.
- c) "Watch"—mother bird guarding eggs.
- d) "Give"—parent birds feeding birds.
- e) "Work"—birds leaving nest.

C. Correlations with Other School Subjects:

- 1. Writing—printing and cutting letters to label posters.

- 2. Reading—*The Marquette Reader*, Book One—"The Boy Jesus and the Birds," A Legend.

Catholic Basic Reader, Book One, "Who Stole the Bird's Nest," L. M. Child.

Catholic Basic Reader, Book Two, "The Magpies Lesson"; "St. Francis and the Birds"; "The Robins' Christmas Song."

- 3. Language—retelling stories, describing bird activities seen.

4. Literature:

- a) Poems: "Who Stole Yellow Bird's Nest"; "Robin, Robin Redbreast."

- b) Stories: The Creation; How Robin's Breast Became Red; Wee, Wee, Nest; The nest of many colors—For the Children's Hour.

5. Music:

- a) Interpretive—"Melody in F"—*Music Hour, Kindergarten and First Grade*. Rubenstein's "Butterflies and Birds."

- b) Songs: "The Robin"—*Music Hour, Kindergarten and First Grade*; "The Secret"—*Music Hour, Kindergarten and First Grade*; "The Oriole's Nest"—*Music Hour, Kindergarten and First Grade*—Silver, Burdett and Co.; "Robin's Song"—*Practical Aids and Devices*, Vol. II, F. A. Owen Publishing Co.

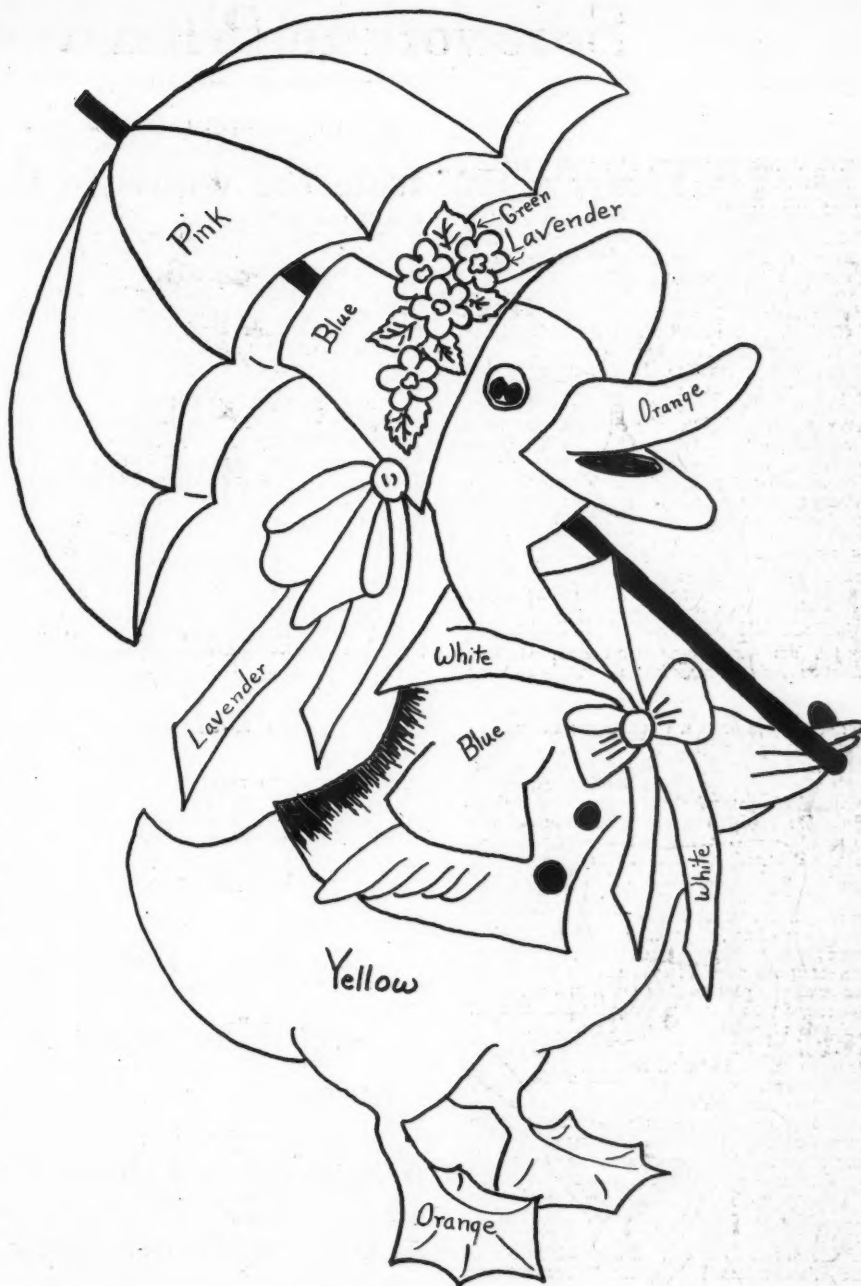
- 6. Art: Drawing and Illustrating.

D. Outcomes:

- 1. Create an instinctive desire to derive profit from the study of bird life.
- 2. Skills in the careful arrangement of appropriate objects to unify the bird posters.
- 3. An appreciation of the industry, responsibility, and cooperation of the bird family.
- 4. Interest in birds that will probably carry through life.
- 5. Knowledge concerning bird life.
- 6. Satisfaction in having completed an activity.
- 7. Ability to draw birds in different positions.
- 8. Knowledge and ability in applying color with crayon.
- 9. Ability to plan a poster and work in groups.

LORD'S PRAYER FOR CIVIC VIRTUES

Paraphrasing the Lord's Prayer in a novel way that caused much favorable comment, the Rev. Edward Dowling, S.J., an associate editor of *The Queen's Work*, pronounced the invocation at the opening session of the City Government institute sponsored by the League of Women Voters. The program of the three-day institute related to activities of municipal governmental departments. Father Dowling's invocation, follows: "Our Father who art in Heaven, God of our Fathers and our City, we open our institute, invoking thy Hallowed Name, encouraged by your promise that when we gather in your name, You will be in our midst. . . . Thy Kingdom Come, even as in Heaven, so in our own City and may



Duck Window Decoration

— Sisters M. Rita and M. Imelda, O.S.B.

our discussion hasten Thy complete reign over our hearts and our institutions. . . . Thy will be done here in our own City. May our studies these days make us better instruments for the furtherance of your All Wise and All Loving Will. . . . Give us this day a growing sense of dependence on Thee and Thee alone and Thy Ways for our daily bread that we may achieve the freedom of the children of God and escape dependence on lesser and false gods of greed and mere human expediency that lead to corruption. . . . Forgive us our trespasses, our selfish neglect of civic duty, our callous carelessness of our brothers the poor. In these days of national and group animosity, be with us yet, lest we forget that Vengeance is Thine and help us forgive those whose views trespass our own. . . . Lead us not into the temptation of choosing our petty personal gains at the expense of the general well-

being. Keep us from 'coveting the little, the instant gain, the brief security' and forgetting that civic happiness and peace comes only from the service of others for Thy sweet sake. . . . Deliver us from the evil of selfishness and partisanship. Teach us that Democracy, like Charity begins not in distant capitals but in our homes and our precincts. Teach us the great opportunity and deep responsibility of life in a democracy today. . . . Enlighten our minds, make our hands willing to work for Thy justice in this part of the vineyard to which Providence places me—St. Louis—my city—city of our parents and our children—Help us make a holy city—a city made holy by Thy influence on God-fearing voters, whose walking in Thy footsteps has made them and their city—insofar as it is given to men and cities to be—Godlike. Amen."—*The Queen's Work*.

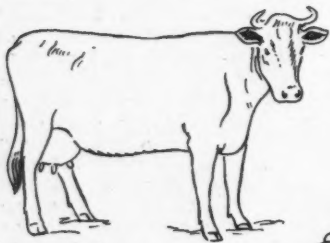
Seatwork for Primary Grades

Sister M. Rosalee, O.S.B.

Draw a line from the words to the objects:

a cat

a ball



an apple

a chair

a cow

a boy

a bell

a girl

a kite

three cats

a bird flying over a house

a ball on a table

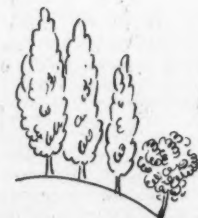
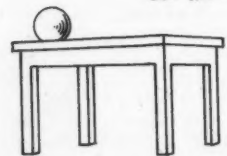
a boy with an umbrella

a ball under a chair

five candles on a cake

four trees on a hill

a tree by a house



The Fabric of the School

Duties of the Parish School Custodian

Sister M. Cherubim Rita, O.P., Ph.D.

THE maintenance of a building includes any service that will prevent rapid deterioration of the building. In the school this service is rendered by the custodian who cares for the physical aspects of the building. As such he is entrusted with the general supervision of the school premises. This general supervision implies that his duties are many and varied. Some of these duties are performed daily or even several times a day, others are performed weekly and still others are performed periodically. Custodial duties readily group themselves into what might be termed *major* and *minor* duties. In this article the major duties of the custodian will be considered.

The care of rooms, corridors, and stairways is chiefly confined to cleaning the floors in these places. In many respects this is one of the most evident duties of the custodian. It requires more time than does any other single duty and must be performed frequently, regularly, and efficiently. In general, it may be considered a problem in housekeeping which is affected by the variety of materials used in the construction of school buildings. A thorough discussion of the cleaning of floors is rendered exceedingly complicated by the multiplicity of materials used in floor construction and the even greater multiplicity of methods of treating and maintaining these floors. Whether classroom floors are painted, oiled, waxed, chemically treated, or left in the raw, the custodian's problem to sweep and clean the floors still persists.

Scrubbing and Mopping

The technique and processes involved in scrubbing and in mopping differ greatly. Scrubbing implies using a brush and is generally a more thorough method of removing dirt. Mopping on the other hand consists of merely using a wet cloth or mop to remove loose dirt or dust which remains after sweeping. Each of these processes has its place in the care of the school building and neither can be said to substitute satisfactorily for the other. Although the tendency today is not to scrub floors, there are still some floor surfaces that can be cleaned in no other manner. Washing and mopping are not as effective. In fact, too frequent washing of floors causes cracks between boards to widen, makes the wood swell, become rough, and splinter.

Many factors must be considered in establishing a norm for the frequency of scrubbing and mopping the floors of a school building. Oiled or preserved floors must usually be scrubbed thoroughly before new floor dressing can be applied and this scrubbing should be done during the three vacation periods.

Floors badly worn, warped, or splintered are difficult to scrub or mop and should be scraped or sanded until wood surfaces are smooth. Most hardwood floors, with the exception of oak, resist the disintegrating action of too much water as well as of strong cleansing agents. The condition of the playground is another factor affecting the frequency of cleaning floors. If the playground is covered with gravel and is well drained, very little

sand or mud is carried into the school building.

Administrators interested in custodial care usually agree that preserved floors should not be scrubbed with soap and water. They should be cleaned three times a year with floor cleaner applied with a mop. Oiled floors should be scrubbed thoroughly before oiling, usually three times a year. Authorities in one of our western cities are trying to stop the practice of frequent mopping in the schools. In these schools no custodian may mop an untreated wooden floor without the permission of the superintendent of schools. If floors are oiled with a high grade of light oil combined with cleanser, the floors do not turn dark, but remain a light golden color. Such floors do not need scrubbing before applying a new coat of oil since floors are cleaned and re-oiled in a single process. The median frequency of scrubbing and of mopping classroom floors is generally specified as three times a year.

Sweeping of Floors

Sweeping is considered a very important part of the custodian's work. Since it is a duty that must be performed daily, its effectiveness is more readily observed than are many other custodial duties. In fact in the origin and development of custodial care sweeping and heating the school building were the original duties for which a custodian was hired. Despite the fact that a great many other activities, ranging from those that require technical skill down to those classified as unskilled labor, have been added to the janitor's list of duties, sweeping is still of prime importance. Methods of cleaning school floors have changed as much since the beginning of the present century as have methods of teaching. The old corn broom has given way to the soft hair or fiber brush and the vacuum cleaner is increasingly used each year.

The modernizing of school buildings in recent years has had a tremendous influence on all phases of care and maintenance, including sweeping. Daily sweeping of floors that have been properly treated and finished is a relatively simple matter. Ideals of cleanliness, neatness, and sanitation are kept in the foreground in a school in which sweeping is considered an important duty.

The frequency of sweeping classrooms, corridors, stairways, and special rooms depends on so many factors that it is difficult to establish a norm of frequency. Authorities, however, agree that daily sweeping is necessary and hence this is one of the custodian's major duties.

In the rules and regulations of boards of education in 90 cities with a population ranging from 15,000 to 50,000, seventy-seven cities specify the frequency with which this duty is to be performed. These frequencies range from twice a week to daily, with a median of daily performance. There are fewer regulations concerning the cleaning of corridors, stairs, and special rooms but 58 cities out of 71 also agree that daily sweeping is necessary. Engelhardt, Reeves, and Womrath in their *Survey Data Book for Public School Janitorial Engineering Service* state:

Classrooms and special rooms should be swept daily. Preserved floors should be swept with a treated mop. Floors which are cleaned with water at intervals should be swept daily with vacuum cleaner or a fiber brush. Corridors and stairs should be clean at all times. This requires sweeping at least once each day.

Daily sweeping of almost all parts of the school building is accepted as the ideal practice in the schools throughout the country.

Dusting Furniture and Woodwork

After sweeping, there is scarcely any other single factor that so readily labels the housekeeping of a home or of a school, as *dusting*. It is therefore another major duty of the parish school custodian. Good housekeeping either prevents dust or removes it. The work of dusting classrooms is extremely important. No one knows just what proportion of the spread of disease is due to dust in the air or on the furniture in classrooms. Experiments have proved that classroom dust is filled with bacteria and that the greater the amount of dust the greater is the bacterial count. There are many factors which affect the amount of dust in a school. Solid floors that are tight and have no cracks, well-drained playgrounds, treated floors, the use of sweeping compounds and dustless chalk, clean erasers, central vacuum-cleaning systems and the collecting of chalk dust with damp cloths are a few of the means by which dust can be reduced to a minimum.

There is less need today than formerly for frequent dusting of woodwork. The principle of both daily cleaning and dusting has changed from that of stirring up the dust on the theory that it will escape through the open windows, to that of quickly removing it. The disappearance of the old feather duster took with it a great deal of whirling dust. Due to the fact that woodwork will, in the same amount of time, catch and retain less dust than flat furniture surfaces, and also that children are brought into closer contact with furniture than with woodwork, there is a greater need to dust classroom furniture than to dust woodwork.

It is difficult here to draw a sharp line of demarcation between woodwork and furniture. Woodwork, however, generally includes baseboard, trim, window frames, molding, wainscoting, shelves, etc., while furniture includes desks, tables, chairs, bookcases, pictures, etc. The trend today in our new parochial schools is to eliminate a great deal of wood trim that was very common in the schools of two and more decades ago. This is an advantage to the custodian because it lessens work.

It is generally conceded that side walls, blinds, and cornices in classrooms should be kept free and clear of dust. Many school systems legislate that after the daily sweeping either after school or before 8 o'clock each school day, the wainscoting, dados, window sills, molding, handrails, and furniture should be carefully dusted. Walls, ceilings, and high portions of woodwork, wall pictures, and window shades should be dusted three times a year during the vacation periods. Chalk trays on the other hand require the daily services of the custodian.

One of the principal factors in the maintenance of the school plant is the care of furniture. The condition in which school furniture is found not only reflects custodial care but

likewise labels the discipline of the school. If it is the custodian's duty to repair and keep school furniture in good shape, it is just as much the teacher's duty to see that vandalism be kept at a minimum in our parochial schools. If the watchful eye of the teacher is quick to discover slight scratches and ink-stains on school desks, larger ones will never occur and the custodian will not only be spared a great deal of work but the children will incidentally be taught to care for the property of others, a lesson frequently unfamiliar to modern youth.

Washing Windows

Windows in school buildings usually constitute from one fifth to one fourth the floor area. While school authorities are careful to provide the correct proportion of window area for rooms when planning school buildings, this fact is no guarantee that there will be sufficient light admitted through the windows to enable children to study without eyestrain. Although the cleanliness of windows constitutes an important factor in rating the cleanliness of the school, it is quite secondary when one considers its effect on the eyesight of children. This factor alone is sufficient reason why *washing windows* is an important house-keeping duty of the custodian.

It is perhaps unwise to prescribe a set number of times for window washing other than that they should be *washed as often as necessary*. Most custodians and administrators, however, agree that unless the number of times a job should be done is definitely stated, it is either neglected or forgotten.

The locality in which a school is located also determines the frequency with which windows ought to be cleaned. Several years ago it was thought that buildings located in business sections, where smoke and flue gases were common, needed the most frequent window cleaning. Today, when every city dweller is surrounded by oil-burning apartments whose heating furnaces consume various grades of oil, it is not uncommon to find the most restricted residential sections of a city confronted with the difficulty of keeping windows clean. The problem of window cleaning is further complicated by the difference of opinions among individuals as to what constitutes a clean window. Cleanliness is more or less a relative term and what one person considers clean is far from what another person indicates by the same term.

Most school authorities, however, agree that windows should be cleaned both inside and outside during the Christmas vacation, the Easter vacation, and prior to the fall opening of schools. Another problem calls for consideration. No specific reference is made in any school regulations as to whether custodians are supposed to clean windows in schools. The very fact that this item is recorded in all the literature on the subject, and is mentioned in the rules and regulations for custodial care, seems to show that it is part of the custodian's job. Since, however, in this era of specialization, commercial window cleaners are employed for this work, it indicates that administrators of schools believe that custodians have sufficient other duties.

Ventilation of Rooms

The importance of adequate *ventilation of school buildings* can be deduced from the complete and exhaustive study which was carried on by the New York State Commission of Ventilation. The major investigation covered a period of four years from 1915-19,

with a final report appearing in 1923. During the years of 1928-29 the commission carried on further investigations, the results of which were published in 1931. The scope of this investigation on ventilation was more thorough and fundamental than all previous investigations, and the results of this study must be considered in determining future ventilation standards.

What is the duty of the custodian in reference to the ventilation of parish school buildings? This depends largely on the type of ventilation existing in the school. Three types of ventilation are common:

The "direct-natural or gravity" system in which radiators are placed under the windows for heating the room and properly deflecting ventilators for the windows. These ventilators permit the natural admission of fresh air from outdoors. This system is very commonly employed in parish schools and it is rather obvious that custodians have practically nothing to do with the ventilation of schools in which the direct-natural system is found.

In the "direct-mechanical" system, the room is also heated directly by radiators placed therein but the foul air is removed by means of a fan or exhaust duct. In this system the custodian has to see that the ducts for the various rooms are open wide enough to permit sufficient fresh air to enter and foul air to be drawn out, and on the other hand that no draft is felt by pupils in classrooms.

The "unit system" is one which ventilates each room in a school building independent of the other rooms. In this system the radiator is enclosed in a cabinet which is placed in the center of an outside wall of the room. In the lower compartment of the cabinet is a small fractional-horsepower electric motor. Outdoor air is drawn directly into the room usually through an opening in the wall of the building beneath the window. This air is diffused through the room in the process of ventilation. In this system custodians are responsible for the oiling of the motors and regulating the speed of the fan. This does not require the daily attention of a custodian.

Heating Systems

The services rendered by the custodian in *heating the building* affect the health and comfort of teachers and pupils during the greater

part of the scholastic year. Numerous studies have shown the detrimental effect of extreme temperatures on the human body, hence heating the building is usually considered a major duty performed by the custodian. This duty requires not only a great deal of time and care but also demands that the custodian must know how to heat a building quickly, and be able to produce the maximum amount of heat using the minimum amount of fuel. The type of heating equipment installed in the building and the kind of fuel used are factors of great importance in this work.

Steam-heating systems are commonly installed in school buildings throughout the United States. The great disadvantage of this system is that, though radiators are large enough to heat the room on the coldest days, in order to maintain an even temperature during the less cold days frequent opening and closing of valves becomes necessary.

Hot-water systems, although not so commonly found in schools, are very similar in construction to steam-heating systems except that radiator surfaces are usually at a much lower temperature and therefore, more radiator surface is required. The work of the custodian is not particularly altered in a school where steam- or hot-water heating is employed.

The hot-air furnace, very often a pipeless furnace, supplies the heated air to the room above the furnace and passes into the other rooms through open doorways by natural circulation. It is considered a cheap, efficient method of furnishing both heat and ventilation. The system requires little attention and the apparatus used does not deteriorate rapidly if proper care is exercised. In general, any one of the three types of heating devices may be employed in a school without requiring any additional care from the custodian.

The type of fuel used in a school, however, does affect the work of the custodian. Fuels in common use are soft coal, hard coal, and oil. Whether a school uses hard or soft coal is of little importance to the custodian because a great deal of labor is entailed in both instances. If, however, oil is used one can readily understand that the labor entailed in bringing the coal from the bin to the furnace, the actual fueling and the removal of ashes from the furnace as well as hoisting them to street level are not present where oil is the fuel.



Notre Dame High School, Chicago, Ill.

— Photo by Vin Agar

New Books of Value to Teachers

Modern Philosophies of Education

By John S. Brubacher. Cloth, 350 pp. \$3. The McGraw-Hill Book Company, New York, N. Y.

This work proposes chiefly "to afford within the covers of a single book an introduction to the whole range of viewpoints on the main problems of educational philosophy." The viewpoints chosen have been restricted for the most part to those which the author found current in the theory and practice of education in the first half of the twentieth century. After a preliminary chapter on "The Scope and Function of Educational Philosophy," the author sketches in the next three chapters the areas in which all the problems of educational philosophy reside: the metaphysical, the epistemological, and the ethical. A fifth chapter traces the parent-child relationship between philosophy and educational psychology, and specifically relates and differentiates the epistemological problem of *knowing* and the psychological problem of *learning*. In Chapters VI to X the various shades of philosophical opinion on the larger practical issues in education are presented. Thus there are chapters on: The Individual, Society, and Education; Education and Political Theory; Education and the Economic Order; The Civil State and Education; and The School and Social Progress. The issues are important because they often enter intimately into the conditioning of the teaching-learning process. In Chapters XI and XII the author examines contrasting opinions on the immediate workings of the educative process, principally respecting curriculum and method. Chapter XIII contains excellent documentation on Religion, Morals, and Education; and the concluding chapter sketches what the author conceives to be the two prevailing systematic philosophies of education, the "progressive" and the "essentialist."

It may be said at once that this is not just another book on education. The author thinks clearly, handles his sources skillfully, and writes with clarity and precision. The book is the only modern educational work that the reviewer has seen which shows any firsthand knowledge of the Catholic philosophy of education or, for that matter, which shows an awareness that the Catholic philosophy of education matters at all. There is a commendable effort to present it here objectively and understandingly, as witness pages 25, 37, 43-45, 63, 64, 106, 107, 128, 209-212, and 345 ff. The author has carefully canvassed the published expositions of Catholic educational philosophy and psychology, and has set forth the Catholic position on practically all the issues selected for presentation.

The limitations of the book are chiefly those set by the author himself. He is content to give a description and exposition of varying viewpoints without making any formal attempt to evaluate them. There are, of course, occasional *obiter dicta* which indicate the general direction of the author's own philosophy of education, which would seem to be a sympathy with the techniques of Dewey's progressive instrumentalism without any fellow feeling for the materialistic principles of the instrumentalist ideology. Be this as it may, the author has not been able quite to dissociate himself from some of the favorite catch phrases of the instrumentalists. Two examples may be cited. On page 110 his instrumentalist sympathy clouds his understanding of the scholastic theory of the faculties. He says: "Naturally the school-room practices to which such a theory leads can easily be portrayed. Given the assumption of faculties, education becomes primarily a matter of exercising and training them. The curriculum for these purposes is treated as so much gymnastic apparatus, as a medium of resistance, rather than as instrumental information for the meeting of everyday situations." The trouble with modern education is that it has sought in "instrumental information"—knowledge, a cure-all. Knowledge cures only ignorance, and leaves

man in his folly. Perhaps he is a learned fool, but he is a fool nevertheless. Again, on pages 54, 73, and 347 the author falls a victim to the silly assumption of the progressives that an educational program which keeps contact with tradition, with the ages and not merely with the age, is thereby static and committed to "a regime of memoriter and cramming."

However, despite occasional lapses into instrumentalist sophistry, the author by no means belongs to the Dewey school of muddled thinking and more muddled expression; he has the twofold *logos*, clear thought and clear expression. An eminent example of this is to be found in the chapter on Religion, Morals, and Education. Those who wish to take a comprehensive and ordered conspectus of conflicting modern educational philosophies, will profit by reading this book. Though it will not satisfy the Catholic educator, it may challenge him to contribute what the author finds lacking, "an outstanding Catholic philosophy of education."—Allan Farrell, S.J.

The Capital Spellers

By Thomas G. Foran and Sister Mary Irmina. Paper, 106 pp. 28 cents. The Catholic Education Press, Washington, D. C.

These are the three first books of a seven-volume course in spelling, for grades two to eight inclusive. The lessons are arranged on the unit basis, and each unit is planned to provide a complete week's study. The authors hold that success in spelling is based on correct habits of study and that the consistent application of a plan of pretesting, study, testing, reteaching, and frequent reviews assures the greatest possible success. The vocabularies are based upon the Gates list, and the units take into account child interests and social values. The workbook arrangement of the lessons permits children to supplement oral spelling with written work, and to read words both in printed and written form.

Building Character from Within

By Rev. John T. McMahon, Ph.D. Cloth, 200 pp. \$1.75. The Bruce Publishing Company, Milwaukee, Wis.

Here we have an unusual book on developing character through the daily teaching and practice of religion by teacher and pupil. The author, a diocesan superintendent of schools in Australia, has a wealth of practical pedagogical and pastoral wisdom which he shares with the reader, not in the scientific or mechanical phraseology of "education" but in the simple manner of a veteran teacher talking to a beginner or of an experienced priest advising an inquiring curate.

Nearly half of the book is given to the problems of leisure with many practical suggestions for school and parish clubs for physical, intellectual, and spiritual activities.

We are sure that the time and money invested in this book will bring its profit in inspiration and practical suggestions to teacher, priest, or parent.

Our Democracy

By Broome and Adams. Cloth, 478 pp. Illustrated. \$1.32. The Macmillan Co., New York, N. Y., 1939.

This is a textbook in civics prepared by a prominent attorney and teacher of law and a school administrator. From the beginning it stresses the fact that the pupils who are reading the book are citizens and strives to impress upon them a deep sense of their obligation to their community and nation.

The first two chapters sketch the growth of democracy in Europe and the American colonies. Then follow chapters on citizenship at home, at school, at play, and at work. The various services of government to the citizens are set forth clearly. The various units of government are outlined. Special chapters explain how laws are made, how government officials are chosen, and how our governments are financed.

There are a few questionable statements in the chapter on the care of the unfortunate.

Iroquois New Standard Arithmetics (Grade 8)

By DeGroat and Young. Cloth, 348 pp. Iroquois Publishing Co., Syracuse, N. Y.

This final book of a series for grades 3 to 8 seems to present about everything necessary in arithmetic for the needs of modern life. As a proof of this statement one may offer the following topics chosen from the complete index: Arithmetic in Our Daily Life; Percents in Everyday Life; How Regular Savings Grow; How Insurance Works; Workmen's Compensation; Payment for Government Services; How to Find the Normal Federal Income Tax; Investing Wisely; How to Find the Cost of Electricity, Gas, and Water; Buying a Home on the Installment Plan, etc. There are clearly worked-out units on algebra, geometry, and proportion.

Throughout the book, there is provision for reviews and progress tests. Individual differences are taken care of by providing more material than is to be required of the average pupil while the wordings and explanations are clear enough for any pupil.

Your Speech

Seventh Grade, Part I; Eighth Grade, Part I. By David Powers and Suzanne Martin. Cloth, 178 pp. 75 cents each. Pitman Publishing Corp., New York, N. Y.

Two of a series of speech texts for use in the 6th, 7th, and 8th grades. The books are divided into projects, and each project contains five sections: Your Words, Your Diction, Your Voice, Your Social Skill, Your Pronunciation. This arrangement allows for systematic coverage of one division on each day of the school week.

No more theoretical material is included than that which is necessary to give adequate understanding of the principles involved. To set the skills learned, opportunities for practice are provided.

A detailed Teacher's Manual including model lessons and other directions for the teacher accompanies each book.

Enjoying Our Land

By Maybell G. Bush. Cloth, 181 pp. The Macmillan Company, New York, N. Y.

This is the second in the Democracy Readers Series. Its purpose is to give children an idea of the great outdoors, of mountains and plains and farm lands, of the charm of cities and villages, of rivers and lakes.

Business Principles and Management

By Bernard A. Shilt and W. Harmon Wilson. Cloth, 630 pp. \$1.80. The South Western Publishing Co., Cincinnati, Ohio.

This high-school text for commercial classes assumes that the student intends to go into business for himself, that he desires to acquire a well-balanced understanding of the underlying principles and practices in retail business, and in addition that he desires a fairly comprehensive stock of information on the commonly met problems of management, financing, and business relations.

Pintner-Cunningham General Ability Tests

By Rudolph Pintner. 20 cents each, or \$1.25 per set. World Book Company, Yonkers, N. Y.

These tests are planned for use on primary, intermediate, and advanced levels.

Iowa Reading Tests

Elementary tests. By H. A. Greene, A. N. Jorgensen, and V. H. Kelley. \$1.50. World Book Company, Yonkers, N. Y.

These tests are planned for grades four to nine. They have been completely restudied to make available a vast amount of data based on the scores collected during the past ten years.

Spain and America

By Doris K. Arjona, Rose L. Friedman, and Esther Perez Carvajal. Cloth. 510 pp. \$1.88. Scott, Foresman & Company, Chicago, Ill.

An introductory Spanish reader, based on geographic, social, political, and economic conditions and customs of the Spanish-speaking Central and South American countries.

Church History Through Biography

Paper, 175 pages. Published by the National Center of the Confraternity of Christian Doctrine.

In eighteen study units, this book follows "the careers of eighteen individuals both men and women, who have played outstanding parts in the church from the second to the twentieth centuries." The background to each life is so presented that every important period in Church history is presented and a fairly continuous idea of the story of the Church is developed.

Democratic Practices in School Administration

Edited by William C. Reavis. Paper, 214 pp. \$2. The University of Chicago, Press, Chicago, Ill.

The papers making up this volume were read at the 1939 Annual Conference for Administrative Officers of Public and Private Schools, University of Chicago.

Mary's Book, Volume III, Holy Mary, Mother of God

By Sister Miriam Clare, O.S.F. Cloth, 31 pp. College of Saint Francis, Joliet, Ill.

Tells in simple language the story of Mary from her infancy to her assumption into heaven. The many illustrations aid in presenting the charming narrative. Instances in the lives of Jesus and Joseph are necessarily intertwined in this volume. For children between the ages of five and ten.

A Concordance to the Poetry of Samuel Taylor Coleridge

By Sister Eugenia, S.P. 917 pp. \$10. Published by the author at St. Mary-of-the-Woods College, St. Mary-of-the-Woods, Indiana.

This is the first concordance of the poetry of Coleridge. It is based upon the two-volume edition of Coleridge's poems, edited in 1912 by Ernest Hartley Coleridge, grandson of the poet. Sister Eugenia carried on part of her research work at the British Museum where she had access to manuscript versions of Coleridge's poetry. The *Concordance* includes a number of variant versions of the poems, printed with permission of the copyright owners.

Most of the 525 copies of the *Concordance* to be printed will be purchased by libraries and schools.

Community Structure

By Thomas E. Wiley. Cloth, 377 pp., illustrated. B. Herder Book Company, St. Louis, Mo.

In twenty chapters, the main facts and problems of social life in the family, the school, the community, and the nation are outlined and discussed for fourth-year high-school students. The approach takes into account both the scientific and the religious elements and emphasizes the economic influences with which all social problems are complicated. Each chapter is followed by questions and problems, topics for further study, and reference lists. The book is characterized by brevity—without oversimplification.

In the Service of the King

In 5 parts: Book I, *Tell Me the Truth*; Book II, *Build You Well*; III, *My Father in Heaven*; IV, *The King Serves*; V, *With Mary*.

By Sister Mary Ambrose, O.P. Paper, 32 pp. 10 cents each. Ver-Ro Press, 6202 Hamilton Ave., Detroit, Mich.

Five booklets which tell in simple language and frequently in story some of the great truths of our holy religion. A number of questions and prayers are included.

Basketball with Official Rulebook for 1939-40

Paper, 93 pp. 25 cents. A. S. Barnes & Company, New York, N. Y.

The official guide for girls.

A Manual of Remedial Reading

By Edward William Dolch. Cloth, 166 pp. \$2. The Garrard Press, Champaign, Ill.

Outlines for teachers the causes of deficient reading and suggests complete remedial programs adapted to the most widely found types of disabilities.

How to Write and Edit

By Herbert O'H. Walker, S.J. Paper, 32 pp. 10 cents. The Queen's Work, St. Louis, Mo.

An outline of a plan for a Catholic writers' club and of subject matter and methods of study. Contains many hints to young writers.

(Continued on page 14A)

GENERAL DRUM LAETARE MEDALIST

Lieutenant General Hugh A. Drum of the United States Army will receive the Laetare Medal for 1940 from the University of Notre Dame. This announcement was made, according to custom on Laetare Sunday, March 3, by Rev. Hugh O'Donnell, C.S.C., president of the University. The citation is as follows:

"The Laetare Medal for the year 1940 is awarded to Lieutenant General Hugh Aloysius Drum, Commander of the Second Corps Area, at Governor's Island, New York.



Lt. Gen'l. Hugh A. Drum
Who Receives the 1940 Laetare Medal.

"General Drum has had a distinguished career as soldier, having been decorated for gallantry in both the Spanish-American and the World Wars. Moreover, his genius in war is equaled only by his brilliant leadership in peace. The University of Notre Dame welcomes him to the honor roll of Catholic men and women who have added glory to the Church in the United States."

General Drum, the son of Captain John Drum, was born September 19, 1879, at Fort Brady, Mich., and received his education at Boston College and in the U. S. Army schools. He was chief of staff to General Pershing in France.

He has received a number of military decorations and in peace time has constantly been identified with programs of civic betterment. The simplicity of his religious attitude has endeared him to his military associates. Chaplains who served with him on active duty have called attention to the fact that he always insisted on attending Mass and other services with the enlisted soldiers.

White House Conference Questions Result of Purely Secular Code of Ethics

According to a report "Religion and Children in a Democracy," prepared for presentation and group discussion at the White House Conference on Children in a Democracy meeting in January, approximately one half of the children and youth of America receive no formal religious instruction. Yet religion, the report points out, is presented as one of the fundamental essentials of the preservation of a democracy. Religious leaders of the country have been called into the conference to help solve the problem, thus defined: "How to utilize the resources of religion in meeting the needs of children without in any way violating freedom of conscience or the principle of separation of Church and State."

That practical steps be taken "to make more available to children and youth through education the resources of religion as an indispensable factor in the democratic way of life and in the development of personal and social integrity," is urged. To this end it is recommended that a "privately supported, nongovernmental agency" be estab-

lished to make "a critical and comprehensive study" of the "various experiences in the education of children and young people with a view to discovering how the child's needs for religious education can best be met in relation to his other needs in a total program of education, without in any way violating the principle of the separation of Church and State."

President Roosevelt put forth this same idea in receiving the members of the Conference. The President said that, in view of the large number of children receiving no religious instruction, "it is important to consider how provisions can best be made for religious training." "Religion, especially, helps children to appreciate life in its wholeness and to develop a deep sense of the sacredness of human personality," he said. "In view of the estimate that perhaps one half of the children in this country are having no regular religious instruction, it is important to consider how provisions can best be made for religious training. In this we must keep in mind both the wisdom of maintaining the separation of Church and State and the great importance of religion in personal and social living."

Catholic H. S. Meeting

The Southern Regional Unit of the Secondary-School Department of the National Catholic Educational Association will hold its third annual meeting at the Hotel Atlanta Biltmore, Atlanta, Ga., Friday and Saturday, April 12 and 13.

Brother Alexis, S.C., vice-president of St. Stanislaus School, Bay St. Louis, Miss., president of the unit, will preside at the general session for the discussion of the theme: Naturalism in Education.

The features of the Saturday morning session will be an address by Most Rev. Gerald P. O'Hara, bishop of Savannah-Atlanta and a panel discussion on "progressive education" conducted by the Sisters of St. Joseph of New Orleans Province.

Coming Conventions

April 1-3. Northwest Association of Secondary and Higher Schools, at Spokane, Wash. Paul S. Filer, Columbia Bldg., Spokane, Wash., secretary.

April 3-5. North Central Association of Colleges and Secondary Schools, at Chicago, Ill. G. W. Rosenlof, University of Nebraska, Lincoln, Nebr., secretary.

April 4-6. Pacific Arts Association, at Pasadena, Calif. John Herbert, Art Dept., Fresno State College, Fresno, Calif., secretary.

April 12-13. Southern Regional Unit, Secondary-School Dept., N.C.E.A., at Atlanta, Ga. Sister M. Polycarp, C.C.V.I., Incarnate Word Academy, San Antonio, Tex., secretary.

April 17-20. Kentucky Education Association, at Louisville, Ky. W. P. King, Heyburn Bldg., Louisville, Ky., secretary.

April 17-20. Western Arts Association, at Cincinnati, Ohio. Harry E. Wood, 5215 College Ave., Indianapolis, Ind., secretary.

April 21-23. Tennessee Education Association, at Nashville, Tenn. A. D. Holt, 601-3 Cotton State Bldg., Nashville, Tenn., secretary.

May 28-June 2. Catholic Library Association, at Cincinnati, Ohio.

Grade and High Schools

The District of Columbia Society for the Prevention of Blindness, in conjunction with the health department of the District of Columbia, is sponsoring a testing survey designed to establish the need for sight-saving classes in the parochial schools of Washington, D. C.

A course in religious instruction, prepared with the approval of Most Rev. Joseph F. Rummel, archbishop of New Orleans, is now obligatory in all classes conducted for Catholic pupils attending public elementary and high schools.

Assumption School, Evansville, Ind., serves hot lunches to an average of 175 children each day, using surplus commodities distributed by the Government. The project is carried on through active cooperation of the WPA and the Assumption Home and School Association.

(Continued on page 10A)

AFTER TEN YEARS

Ten years is not a long time in the life of a Dunham Heating System, but the period serves to illustrate a point of particular significance to those concerned with operation and maintenance. Despite the great changes that have transpired in every branch of science and industry, Mundelein College, after ten years, still can boast of an up-to-the-minute heating system.

Dunham Sub-atmospheric Steam Heating, now serving more than three thousand buildings of all types, operates on a principle as sound and as changeless as the law of gravity. In another ten years it still will be "up-to-date." Because of the principle, it meets all the changes of heating weather with compensating changes in both steam temperature and steam volume. When heat loss is met so accurately and closely with the correct amount of heat, there can be no over-heating, no uncomfortable periods. Control becomes a simple matter and operating costs, since wasteful over-heating is eliminated, are greatly reduced.

To those in charge of institutions, commercial and apartment buildings, industrial plants, churches, schools, etc., the Dunham Company renews its offer of advisory service where mechanical difficulties, heating costs or other problems are causing concern. Such service is forthcoming upon request to your nearest Dunham Sales Engineer or direct to the C. A. Dunham Company, 450 East Ohio Street, Chicago.



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Metropolitan Ins. Co. Project —"Parkchester", New York	St. Andrew's Church, Convent and Rectory, Chicago
Rockefeller Center, New York	St. Giles Church, School and Convent, Oak Park, Ill.
Home Insurance Office Building, New York	Milwaukee County Hospital, Milwaukee, Wis.
Commodore Hotel, New York	College of St. Theresa, Winona, Minn.
Public Library Providence, R. I.	St. Mary's Hospital (Nurses Home), Rochester, Minn.
Lock Lane Apartments, Richmond, Va.	Dierks Building, Kansas City
Grant Building, Pittsburgh	Standard Oil Company, Omaha, Neb.
Bausch & Lomb Optical Co., Rochester, N. Y.	Philtower Bldg., Tulsa, Okla.
Eastman Kodak Company, Rochester, N. Y.	Smith Young Tower, San Antonio, Texas
Lakeside Hospital, Cleveland	Utah Valley Hosp., Provo, Utah
Y.M.C.A., Akron, Ohio	Pacific National Bank, San Francisco
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Catholic Education News

(Continued from page 138)

Significant Bits of News

¶ The Catholic Library Association will hold its annual national conference May 28 to June 1 in Cincinnati, Ohio. The conference sessions will run concurrently with those of the American Library Association which is convening in Cincinnati at the same time. Albert J. Worst, librarian at Xavier University, has been named general chairman of the local arrangements committee.

¶ Organization of a Home and School Association in every parish in the Diocese of Cleveland was advocated at the 11th annual convention of the Catholic Parent-Teacher League.

¶ St. Joseph's Center, League of the Divine Office, at St. Joseph's School, Manhattan, is sponsoring a free course in Ecclesiastical Latin and Liturgy. The aim is to bring back the lay person to an active participation in and understanding of the liturgical acts and prayers of the Church.

¶ The 400th anniversary of the death of St. Angela Merici, foundress of the Ursuline Order, was commemorated in January by schools conducted by the Ursuline Sisters.

¶ The observance of the centennial year of jubilee in honor of the foundation of the Sisters of Providence, St. Mary-of-the-Woods, Ind., will extend through October 22.

¶ Marquette University's seismologist, Rev. Jos. F. Carroll, S.J., advanced the theory that continued recent earthquakes in Turkey may possibly have been caused by the Russo-Finnish war. Father Carroll believes that heavy guns would have sufficient recoil to furnish the "trigger" force necessary to upset delicately balanced formations of rock strata lying hundreds of miles away.

¶ A new medal in devotion to Our Lady of the Highway has been designed and struck by Rev. Giles Lawlor, O.F.M., of Signac, N. J. There is a Mass and Office of Our Lady of the Highway and the feast is celebrated on May 24.

¶ Endorsement of the civic education program

of the Commission on American Citizenship by leaders of Catholic fraternal and other Catholic organizations numbering millions of Catholic citizens of the United States was announced recently by Msgr. Jos. M. Corrigan, rector of the Catholic University of America, Washington, D. C. Declaration of support for the Commission's objectives in the extension and deepening of the teaching of citizenship in the Catholic schools of the nation has been voiced by many organization officers who are also members of the Commission.

¶ The American Association of Junior Colleges has received a grant of \$25,000 from the General Education Board of New York City to finance a series of exploratory studies in the general field of terminal education in the junior college.

¶ To promote the study of Gregorian Chant at the novitiate of the Sisters of Mercy in Dubuque, Sister Mary Carmel, R.S.M., has been appointed to the faculty at Mt. St. Agnes. She brings to her new duty experience gained as Supervisor of Music, director of a conservatory of music, and holds degrees of A.B., B.M., and M.A., from Xavier University, the College of Music of Cincinnati, and George Peabody College for Teachers. Sister Carmel has also done graduate work in Gregorian Chant and allied subjects, with supplementary research at the Library of Congress and the libraries of several universities.

¶ Ecclesiastical Latin and liturgy appreciation courses are offered at St. Joseph's center, League of the Divine Office, New York, N. Y. The instruction is free and the course open to all regardless of age or educational background.

¶ For the academic year 1939-40, 176 Catholic universities and colleges shared in the allotment of \$14,038,268 of college and graduate work funds granted by the N.Y.A.

¶ The nation-wide civic education program being promoted by the American hierarchy and the current revision of the Baltimore catechism will be important topics of discussion at the meeting of the N.C.E.A. in Kansas City, Mo., March 27-29.

¶ Another motion picture based upon Boys Town and the life of its founder, Father E. J. Flanagan, will be filmed. It will be a completely new story and will carry on the romance of Boys Town after the boys leave the Home.

¶ The exhibition of ecclesiastical art executed by Miss Suzanne Silvercruys, internationally known sculptress, will open April 1 at the Barbizon-Plaza Hotel in New York. The exhibit is sponsored by Fordham University, and will consist of sculpture contained in a Catholic Church.

¶ The American Association of Junior Colleges reports that enrollment in junior colleges in the United States has doubled in the past seven years. Enrollment in the past year has increased from 155,588 to 196,510.

¶ The first regional college-sponsored conference of the Confraternity of Christian Doctrine which was held at St. Mary's College at Notre Dame, Ind., last spring was so great a success that a similar conference will be held April 19 to 21 of this year, at the same place. The meeting will be under the direction of Most Rev. Edwin O'Hara, Bishop of Kansas City, Mo.

¶ In an address at a meeting under the auspices of the Brooklyn-Long Island Unit of the Catholic Library Association of America, Rev. John W. Dunn, C.M., director of Library Service at St. Johns University, Brooklyn, advised that library routine be minimized and accomplished by pages, clerks, and other assistants, so that the librarians may be given more time than otherwise in which to read, sympathetically, the many and varied juvenile books and publications and become fit guides in dispensing food for the child's mind.

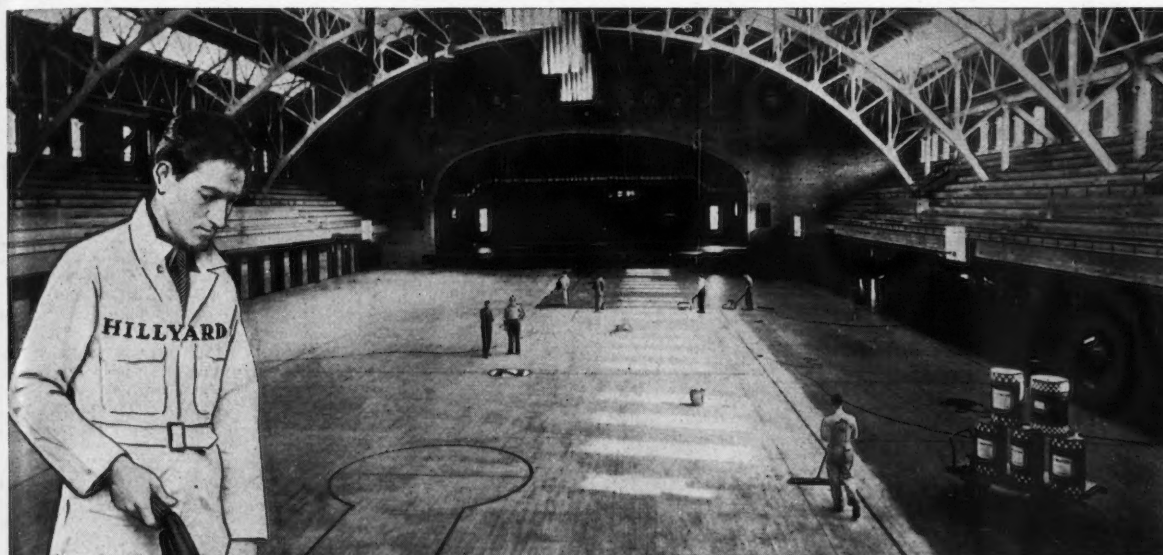
Personal News Items

¶ REV. DANIEL A. LORD, S.J., editor of *The Queen's Work*, has been chosen a 1939 member of the Gallery of Living Catholic Authors at Webster College, Webster Groves, Mo.

¶ VERY REV. JOHN A. DRISCOLL, O.P., a member of the faculty of the Dominican House of Studies, River Forest Ill., was elected prior of the House. He succeeds VERY REV. PETER

(Continued on page 12A)

FOR *Cleaner Floors* YEAR AFTER YEAR



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"Steeltonian" line of Steel Wool machines, with principles and improvements attained by no other machine on the market today. Write for full information and literature on these NEW machines. There is a Hillyard Maintenance Expert in your locality ready to help you. Write or wire Hillyards.
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The Davey Company....Jersey City, N. J.	Shryock Brothers.....Philadelphia, Pa.
Fandango Mills.....Milburn, N. J.	

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BOOKS BOUND IN BINDERS BOARD ARE BOUND TO LAST

(Continued from page 10A)

O'BRIEN, O.P., recently appointed Provincial of the New Province of St. Albert the Great.

¶ **VERY REV. EDWARD V. STANFORD, O.S.A.**, president of Villanova College, Philadelphia, and distinguished American Catholic educator, was elected President of the Association of American Colleges at the annual meeting. The Association of American Colleges is a national educational group with 550 member colleges and is the largest organization of its kind in the country.

¶ **BISHOP JAMES H. RYAN** of Omaha, Nebr., is among the 114 persons named to form a college of electors for the hall of fame of New York University.

¶ **MOTHER MARY EVANGELISTA**, first counselor of the Grey Nuns of the Sacred Heart, died at the mother house of the Congregation, Melrose Park, Philadelphia, Pa.

¶ **REV. HUBERT GRUENDER, S.J.**, prolific composer of church music and author of several books on psychology, died at St. Louis University, where he was professor of psychology and lecturer in music.

¶ **SISTER MARY CELESTINE** has been elected the new Mother General of the Sisters of the Holy Family, whose mother house is in San Francisco, Calif. She succeeds **MOTHER MARY CONSILIO**, who has held that office for 12 years.

¶ **MOTHER LOUISE KEYES**, who has been on the faculty of Maryville College, St. Louis, Mo., stopped to bid farewell to the Sisters at the Convent of the Sacred Heart in Clifton, Cincinnati, Ohio. Mother Keyes is to serve in a new convent established a year ago in Bombay. It is hoped to establish a college there in the near future and it is for this reason that Mother Keyes is going to India.

¶ **SISTER MARY MONICA** spoke at Ursuline College in Cleveland. Her subject was "Catholicity in Spanish America." Sister Monica traveled extensively in Spain and Mexico and spent considerable time in extensive research in foreign libraries.

¶ **SISTER M. ANDREA, O.P.**, and **SISTER M.**

LOURDINA, O.P., of Yakima and Tacoma, Wash., respectively, recently celebrated the 25th anniversary of their religious profession.

¶ **REV. JOHN M. MCCREARY, S.J.**, former president of the College of the Immaculate Conception, New Orleans, La. (1919-1926), died January 7 at Augusta, Ga. He was 73 years old.

¶ **VERY REV. DR. J. J. CALLAHAN, C.S.Sp.**, resigned his presidency of Duquesne University in Pittsburgh, Pa., in order to devote his time to writing. **REV. RAYMOND V. KIRK, C.S.Sp.**, succeeds Father Callahan.

¶ **REV. PETER TELHARD DE CHARDIN, S.J.**, Peking, China, has been awarded the Andre C. Bonnet Prize in Paleontology for 1939 by the French Academy of Science.

¶ **DR. WALTER R. VOLBACH**, director of the Marquette Players, student dramatic group at Marquette University, Milwaukee, Wis., was selected as stage director of the St. Louis (Mo.) Grand Opera Association for the spring music season. Dr. Volbach was for many years associated with Max Reinhardt at the Deutsche Theater, Berlin, Germany.

¶ **RT. REV. GEO. BARRY O'TOOLE, S.T.D.**, professor at the Catholic University of America, Washington, D. C., is editor-in-chief of the new *China Monthly*, a magazine organized under the direction of Bishop Yu Pin, of Nanking, China.

¶ **SISTER MARY GERARD**, superior of St. Francis School for the Deaf, Baltimore, Md., for the past six years, has been transferred to St. Gabriel's School for the Deaf at Santurce, Puerto Rico.

¶ **MOTHER MARY OF JESUS** has been elected mother prioress by the Dominican Nuns of Perpetual Adoration at the Monastery of the Blessed Sacrament, Detroit, Mich.

¶ **REV. MOTHER AUGUSTINE**, prioress of the Carmelite Monastery of the Infant Jesus at Santa Clara, Calif., died on February 1, after a contemplative life of 53 years.

¶ **REV. LEO A. CULLUM, S.J.**, has been appointed rector of the San Jose Seminary at Caloocan, Rizal, P. I., succeeding **REV. ANTHONY**

L. GAMPP, S.J. Father Cullum is a native of Jersey City, N. J.

¶ **REV. FRANCIS T. WENNINGER**, dean of the College of Science at Notre Dame University for the past 17 years, died February 12. Besides leading Notre Dame's college of science to a high position among schools of this country, Father Wenninger coached the debating team for many years. He was in frequent demand as a speaker on scientific and religious subjects.

¶ **BISHOP PAULIN LADEUZE**, rector of Louvain University, Brussels, for 31 years, died recently. He was one of Belgium's leading scholars and ecclesiastics.

¶ **REV. DR. DEMETRIUS B. ZEMA, S.J.**, professor of history in the graduate school of Fordham University, New York, N. Y., has been elected a fellow of the Royal Historical Society of Great Britain.

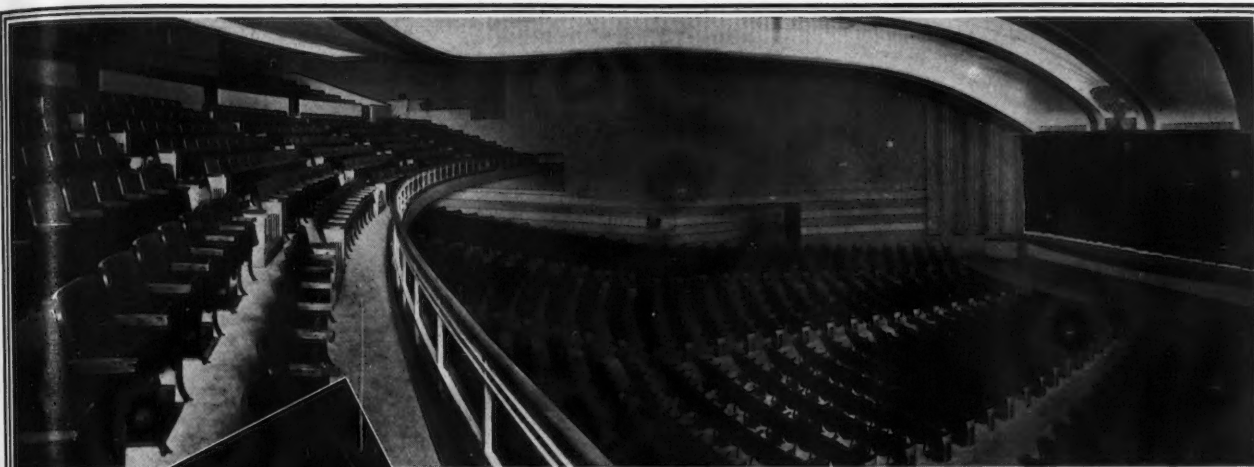
¶ **REV. J. HUGH O'DONNELL, C.S.C.**, acting president of Notre Dame, and **REV. JOHN J. CAVANAUGH, C.S.C.**, acting vice-president, are both alumni of the University.

¶ **VERY REV. MSGR. WALTER A. RODDY, S.T.D.**, rector of St. Gregory's Preparatory Seminary, Cincinnati, Ohio, completed 25 years in the priesthood on February 27.

¶ **REV. JOHN W. R. MAGUIRE, C.S.V.**, former president of St. Viator's College, Bourbonnais, Ill., outstanding champion of the cause of labor and nationally known for his service as a mediator in industrial disputes, died on February 11. Father Maguire was a convert to Catholicism.

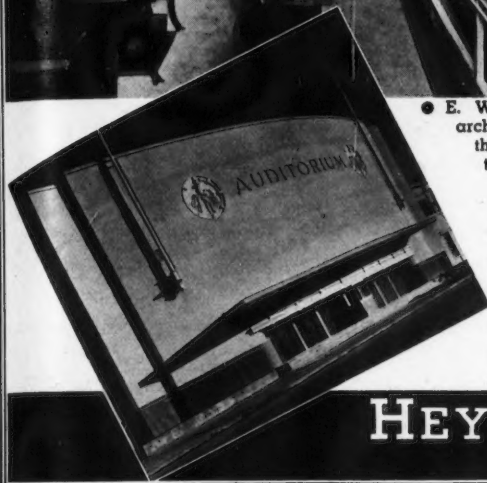
¶ **REV. IRENAEUS HERSCHER, O.F.M.**, librarian of St. Bonaventure College, St. Bonaventure, N. Y., was the only Catholic priest to speak before the Inter-American Bibliographical and Library Association in Washington, D. C., on February 23. The meeting was held to commemorate the 50th anniversary of the Pan-American Union. His speech concerned "The Threefold Centennial of Printing."

¶ **DR. GEORGE N. SHUSTER**, who has been acting president of Hunter College, New York City,



• E. W. Morrison, famed Seattle architect, designed and executed this beautiful modern school auditorium at Everett, Washington.

• 2,213 Heywood-Wakefield chairs were installed. The auditorium is used for civic gatherings as well as for school purposes.



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**GARDNER
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since last September, has been elected president of the college, the title to be assumed in September, 1940.

¶ **REV. AMBROSE J. BURKE** is the new president of St. Ambrose College, Davenport, Iowa, succeeding Rt. Rev. Msgr. Carl H. Meinberg. Father Burke has been head of the department of English at the college.

¶ **MOTHER MARY FRANCIS DE SALES**, superior of the Monastery of the Visitation, Riverdale, Bronx, has died at the age of 79.

¶ **MOTHER MARIE VINCENTIA**, superior general of the Sisters of Charity of St. Vincent de Paul, celebrated at the motherhouse, Mt. St. Vincent N. Y., on February 3, her fiftieth anniversary.

¶ The Feast of the Epiphany marked the celebration of the golden jubilee of three Dominican Sisters whose mother house is in Sinsinawa, Wis. They are Sisters Mary Jane McCann, Mary Assunta Doyle, and Mary Urban Dean.

¶ **BROTHER MICHAEL, O.S.B.**, 91 years of age, a member of the Benedictine Order for 21 years, died Christmas morning en route to his former home in Carnegie, Pa. Brother Michael, then Michael McDermott, established an undertaking business in Carnegie 53 years ago, together with his two younger brothers. He attended the retreats given at St. Vincent's Archabbey in Latrobe, Pa., for several summers, and at the age of 70 sought admission to the Benedictine Order. Being accepted, he was assigned to work in the book bindery at the abbey.

¶ **REV. DR. VINCENT HOLDEN** of the Congregation of St. Paul has been named an honorary member of the Eugene Field Society. Father Holden is the author of a biography of the founder of his Order, Father Isaac Thomas Hecker. Rev. Dr. Holden is in charge of the Catholic students at the University of Texas in Austin.

¶ **REV. WILLIAM TEMPLE**, pastor of St. Elizabeth's Church in Wilmington, Del., died at the age of 72. He was a president of the alumni association of the North American College in Rome in 1926.

What the Colleges Are Doing

¶ **Springfield Junior College**, Springfield, Ill., is offering a number of new courses this semester in night classes for adults. Each course with the exception of biology carries 2 semester hours of college credit. A course in C.A.A. pilot training is included.

¶ **St. Joseph's College** in Emmitsburg, Md., has a new broadcasting studio. A series of educational and entertaining programs consisting of musical and choral numbers, round-table discussions, debates, and human-interest features involving college life is being arranged for regular monthly broadcast.

¶ **Mt. St. Joseph's Teachers College**, Buffalo, N. Y., has been empowered by the state educational department to train pedagogs for the mentally handicapped and to confer the qualifying certificates for teachers of the elementary schools.

¶ **Providence College**, Providence, R. I., was the scene of dedicatory services on March 7. It was the occasion of the dedication of the new half-million-dollar dormitory erected on the campus.

¶ **De Paul University**, Chicago, Ill., had several members of the faculty of its department of education attend the annual convention of the American Association of School Administrators held in St. Louis, Mo.

¶ **Marquette University** in Milwaukee, Wis., this year boasts a total of 30 foreign students. Puerto Rico, with 9 representatives, is first in the compilation of its foreign students. The school of medicine seems to be the greatest magnet for students from far away.

¶ **Marquette University's** school of medicine by consolidating its library with that of the Milwaukee Academy of Medicine now boasts one of the largest and most outstanding medical school library collections in the country, numbering 34,000 volumes.

¶ **The University of Notre Dame**, at Notre Dame, Ind., recently held a two-day symposium

on Religion and Modern Society. The program was conducted under the auspices of the department of philosophy.

¶ **St. Bonaventure College**, St. Bonaventure, N. Y., held a 4-day celebration commemorating the threefold centennial of printing and observing the second anniversary of the college Fr. Edsam Memorial Library. The celebration commemorated the anniversaries of Gutenberg's invention of movable type in 1439-40; Bishop Zumarraga's bringing of the first press to America in 1539-40; and Stephen Daye's bringing the first press to British Colonial America in 1639-40. It was pointed out that John Gutenberg, inventor of movable type, was a Franciscan tertiary; Bishop Zumarraga, the first bishop in America, was also a Franciscan.

¶ **Georgetown University's** school of foreign service, Washington, D. C., is making plans to celebrate its 21st anniversary. The school has graduates scattered in 57 consulates and legations throughout the world, and has exceeded the fondest hopes of its founder and regent, Rev. Edmund A. Walsh.

¶ Ground has been broken for Florida's first Catholic college. The new institution, on which construction has begun, will be named **Barry College** in honor of the Most Rev. Patrick Barry, bishop of St. Augustine. Its faculty will be composed of Sisters of St. Dominic of Adrian, Mich. The college will be for women and is planned for occupancy next fall.

¶ The papal medal "Benemerenti" was presented to 20 active or retired members of the faculty of the **Catholic University of America** who served the university for 25 or more years.

¶ At the **Catholic University of America**, Rev. Dr. Robert J. White, dean of the school of law, conducts a religion round table for lawyers. More than 40 are enrolled; the meetings are held after Mass every Sunday morning. This is a practical extension of the National Crusades for God in Government. Lawyers in other parts of the country are planning similar round tables.

Amazing!

Our new acid-resisting wood finish for laboratory furniture is almost unbelievable. Hopeless stains and unsightly scars have hitherto been accepted as inevitable on laboratory furniture. But now you can get this new finish on Walrus furniture—clear and satiny, revealing the full beauty of grain in the wood—yet resistant to the destructive substances named at right—and unaffected by scouring materials when it is cleaned. We invite you to prove these claims. Clip this advertisement and send to us with your name and address written into white space, and we will mail a sample of white oak, with the new finish on it, so you can make your own acid tests!

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Sulphuric Acid 77%
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Salt Solutions
Grain Alcohol
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Acetic Acid
Formaldehyde
Amyl Acetate
Nitric Acid
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Hot Water
Benzine
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¶ *The University of Dayton*, Dayton, Ohio, operated by the Society of Mary, with its growth and expansion into new fields has brought about the addition of members of four other religious groups to its staff; namely, the Dominicans, Viatorians, Sisters of Notre Dame de Namur, and the Missionary Sisters of the Sacred Heart.

The university celebrated the 90th anniversary of its founding on March 19.

¶ The 10th annual Catholic Collegiate Symposium was held on March 2 at the Knights of Columbus auditorium in Buffalo. The subject of this year's symposium was "Dimensions of Democracy"; it took the form of a public demonstration of youth in the ideals and principles of American democracy.

¶ *The Franciscan Sisters College* of Lafayette, Ind., is accredited by the state board of education to offer the regular four-year course, now required of elementary teachers, which leads to a B.S. degree in education and to the obtaining of a state license for teaching in the elementary schools in the State of Indiana. In addition, the Sisters have obtained a charter, permitting them to offer curriculums leading to B.S. degrees in education, in nursing science, in art, and in music. The institution will be known as St. Francis College of Lafayette, Ind.

Public Educational Relations

¶ The New York State Assembly has had a bill introduced which would amend the state education law so as to permit the state commissioner of education to regulate hours of absence permitted in public schools under the law for religious instruction. Included in the amendment is the statement that "absence for religious instruction shall be permitted under rules established by the commissioner."

¶ Public school children in Kentucky would be released from school for at least one hour each week to attend instruction in their respective places of worship or some other suitable place, under the terms of a measure introduced in the legislature at Frankfort. Children not taking this instruction would remain in school but "shall not

receive any educational advantage over the children receiving such instruction."

¶ The board of education at Great Neck, N. Y., adopted a resolution permitting the excusing of pupils from school for one hour a week for the purpose of religious instruction.

¶ In order to attend religious instruction in their various churches, 400 high-school students (about one third of the student body) in Bellmore, L. I., N. Y., are being released from class an hour earlier each week.

¶ A bill admitting pupils attending parochial schools to the same free transportation privileges as are now accorded by the state to pupils in public schools has been introduced in the state legislature at Trenton, N. J.

¶ Students of Wellington C. Mepham High School, Bellmore, L. I., are receiving religious instruction under a new plan of "released time" initiated in this school district. About a third of the school's enrollment was released from class an hour earlier to attend religious instruction classes in 13 churches of various denominations in the district.

¶ A bill providing free textbooks for both parochial and state elementary schools has been passed by the Mississippi state legislature at Jackson.

¶ Courses in Bible and religious education may be taught in the public schools of Alabama. In a new ruling, attorney-general Lawson specified that these subjects must be electives and particularly must not stress any sectarian or denominational bias.

¶ Parochial and private schools' rights are believed by authorities in the Virgin Islands to be properly safeguarded under the school law just enacted by the Virgin Islands assembly. The two big provisions of this brief and simply worded law are accreditation and inspection.

¶ Classes in religious education are about ready to start as part of the curriculum of the Wellington C. Mepham High School in Bellmore, L. I. Those taking part will leave the school every Friday at 2 p.m. and will be transported by bus to the various denominational churches in the

immediate vicinity, where clergymen will take charge of the classes. Mepham High School was the first to adopt a resolution passed by the state board of regents suggesting religious education in the schools. The course is not compulsory, but once pupils register it becomes part of their regular work and attendance, etc., will count as it does in other work.

New Books

(Continued from page 138)

Science for Daily Use

By Ralph K. Watkins and Winifred Perry. Cloth, 484 pp. \$1.48. The Macmillan Company, New York, N. Y.

An introduction to general science for junior high schools.

Tennis as a Hobby

By Henry I. Cummings. Cloth, 88 pp. \$1.50. Harper & Brothers, New York, N. Y.

A careful statement of tennis shots, prepared by an expert. The step-by-step details will be of as much help to teachers as to players, who wish to become finished players.

Modern Europe

Revised edition. By Harrison C. Thomas and William A. Hamm. Cloth, 830 pp. \$2.24. Henry Holt & Company, New York, N. Y.

A high-school text.

The Medical Stenographer

By Effie B. Smither. Cloth, 399 pp. \$2. Gregg Publishing Company, New York, N. Y.

This book outlines a complete, advanced course in Gregg shorthand, with the special purpose of training stenographers for hospitals and physicians' offices.

Finding the Way

By Ellin Craven Learned. Cloth, 107 pp. \$1. Parish Visitors of Mary Immaculate, New York, N. Y.

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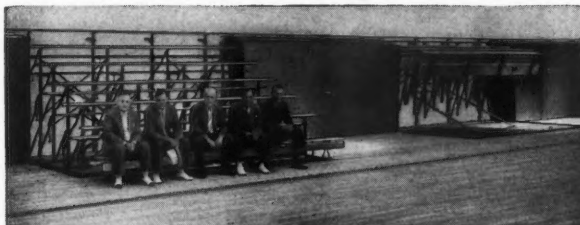
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Recent Books on Science

Reviewed by Very Rev. A. M. Keefe, O.Praem.

Laboratory Manual in Elementary Zoology

By Clair A. Hannum and William H. Brown. \$1.50. Stanford University Press, Stanford University, Calif., 1939.

This is a small and handy laboratory manual produced by the photolith process as an introduction to zoology. It seems to offer several fresh and interesting approaches to the teaching of a freshman course. For one thing, physiological biology is not slighted, as is so frequently the case. Botanists long ago began to inject a wholesome amount of laboratory experimentation in physiological processes into their courses for beginning classes. We still review too many zoological lab manuals in which one would be inclined to wonder if their learned producers thought the science of animal life implied anything more than morphology.

Field Guide to Lower Aquarium Animals

By Edward T. Boardman, Cranbrook Institute of Science, Bloomfield Hills, Mich., 1939.

This newest publication in the Cranbrook series opens with the disarming statement: "This guide is intended for the use of people who are not afraid of getting their feet wet." Designed for amateur naturalists and nature counselors, it will also be valuable to fishermen, most of whom don't know the half of it as far as available bait animals are concerned. So much one gleams from the introduction to the book. A further study of its contents reveals the eminently practical nature of the work. It is compact, interesting, and thoroughly scientific. Both popular and scientific names of forms studied are used throughout. As a practical manual for the area east of the Rockies it leaves little to be desired in the invertebrate groups.

Do You Want to Become a Doctor?

By Morris Fishbein. \$1.50. Frederick A. Stokes Co., New York, 1939.

The editor of the *Journal of the American*

Medical Association here takes the prospective medico by the hand and frankly shows him just what is before him from the beginning of college until he enters the ranks of the specialists. This is a vocational-guidance book of an extremely high order, worthy of the profession toward which it points the way for those best fitted.

Pandora's Box

By Marian E. Baer. \$2. Farrar & Rinehart, New York, 1939.

This is a popular book on conservation inspired by Stuart Chase's *Rich Land, Poor Land*, and by Paul Sears' *Deserts on the March*. While not intensely scientific, which is perhaps just as well since there are still too few Americans who tolerate our technical "jargon," the book manages to cover pretty thoroughly the entire problem of conserving national resources. This is just the sort of work an intelligent, nonbiological layman would enjoy. It should be recommended to public librarians everywhere. That it should appear on the shelves of every grade- and high-school library goes without saying.

Biology

By Charles F. Severin. The Bruce Publishing Co., Milwaukee, 1939.

The lithoprinted preliminary drafts for this textbook have been previously commented upon in this magazine. It now appears in an attractively printed form, well and profusely illustrated. As a textbook for high schools where religion is still a vital factor, it will fill a long-felt need. That it will do so with credit both to religion and to biological science goes without saying. The author has an enviable record in one of our greatest endowed universities, his friends are men of outstanding position in the scientific world. They have encouraged him to carry on his project in the publication of this work. That he will be commended for his objective attitude should be inevitable. The book will

be an "eye opener" to many who wonder just how a reputable scientist can still be a leader in religious education.

Partner of Nature, Luther Burbank

\$3. D. Appleton-Century Co., New York, 1939.

Elizabeth Waters Burbank, widow of America's foremost plant hybridizer, has here at last presented a connected story of the lifework of her noted husband. Selected and assorted from thousands of pages written during Mr. Burbank's life, this work comes as close to being an authentic autobiography as could possibly be expected. It is hard to realize that Luther Burbank has been dead since 1926. That he lives again in these pages is a triumph for his wife, and his own best memorial.

The Story of Surgery

By Harvey Graham. \$3.75. Doubleday Doran & Co., New York, 1939.

It will not take much reading of this new work to warrant the quotation from that garulous Irish medical wit that "This is the best book on surgery I have ever read. The whole world-wide history of surgery is here in detail." The author is not Harvey Graham, that is merely a pseudonym. Whoever he is, he is a student and a scholar, and his work ranks with the best of the various histories of science which have appeared in recent years. That his work is infused with wit as well as wisdom adds no little to its readability. You will not want to miss this book.

A Field Guide to the Birds

By Roger T. Peterson. \$2.75. Houghton Mifflin Co., Boston, 1939.

This is a revised and enlarged version of one of the most practical bird guides published in recent years. It is based not on the detailed measurements and comparative features of large numbers of birds, but on a few outstanding, and most easily distinguished, characteristics frequently manifested in the field.

The Chisel-Tooth Tribe

By Wilfred S. Bronson. \$2. Harcourt, Brace & Co., New York, 1939.

(Concluded on page 18A)

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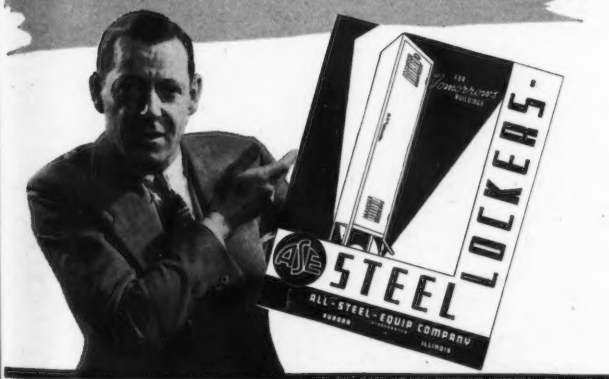
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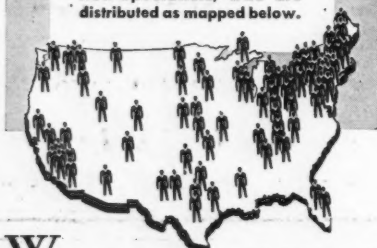
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Film sound "Academy," one of the complete Bell & Howell line of sound and silent film projectors



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PRECISION-MADE BY

BELL & HOWELL

(Concluded from page 16A)

This is a very attractive book about the rodents, with many illustrations by the author in black and white, and in color. While it will make a very desirable gift book for the holiday season, it must not be thought that it is merely a volume for children. Even a middle-aged person will enjoy it, and, as far as this reviewer can ascertain, it is scientific enough as far as its factual material is concerned. That the names of the forms described are given only in the popular form is, perhaps, to be regretted.

A Biology of Familiar Things

By G. L. Bush, Allan Dickie & Ronald C. Runkle. \$1.92. American Book Co., Chicago, 1939.

The first impression one gets of this book, aside from its comfortable bulk, its attractive get-up, its easy readability, and its fresh illustrations. Further inspection reveals that as a high-school text this one is really different. Gone are many, if not most, of the traditional laboratory-specimen-dominated chapters. In their stead are lively discussions based on the living forms that young people contact daily. For a course where laboratory equipment is unavailable, or at a very low minimum, this would appear to be an ideal text.

Conservation in the United States

By A. F. Gustafson, H. Ries, C. H. Guise, W. J. Hamilton. \$3. Comstock Publishing Co., Ithaca, 1939.

Four members of the Cornell University, a soil technologist, a geologist, a forester, and a zoologist united to produce this book. Strangely

enough, the style is uniform enough to be the work of one man. The four main headings are: conservation of soil and water resources, conservation of forests, parks and grazing resources, conservation of mineral resources, and conservation of wild life. As a reference work the book is going to prove valuable, and as such should find its place on public and high-school library shelves. As a textbook for college classes, however, it should fill a long-felt need, since not only the material and its arrangement, but also the questions at the end of each chapter, make it a very practical adjunct to classwork.

The World of Insects

By Carl D. Duncan & Gayle Pickwell. \$3.50. McGraw-Hill Book Co., New York, 1939.

Here is that rare kind of zoological book which one could offer as a gift to any reasonably well-educated adult with an assurance that it would be found interesting, thoroughly scientific, practical, and even useful. The book is not as extensive as the average entomology. All the scientific terms are defined as they occur. There is a general survey of the entomological world, chapters on the life processes of insects, mimicry, and the like. There is also an interesting and, even to the dyed-in-the-wool scientist, provocative section on insect collecting, rearing at home, and preservation. All in all, it's a bit different from anything we have thus far seen. As a semipopular piece of scientific writing it should find a more than welcome place in public and school libraries, on the Boy Scouts' bookshelf.

New School Products

Concerning Chicago Venetian Blinds

The Chicago Venetian Blind Company, 3923 S. Michigan Ave., Chicago, Ill., has inaugurated a new house organ called *The Venetian Vineyard*. The first number of this publication devoted to "the whole truth about venetian blinds" calls attention to the superiority of the new "Alumilite" blinds which are made of metal slats, look like shafted glass, require no scrubbing, and never have to be refinished.

Weber Black-on-White Linoleum Blocks

The latest development in block printing is the new Weber Black-on-White linoleum block. It has a black surface on white linoleum, mounted on a 5-ply wood block.

With this technique, what the artist cuts out will show white and print white and what he leaves will show black and print black. The block will look exactly like the print.

Complete information may be obtained from F. Weber Co., 1220 Buttonwood St., Philadelphia, Pa., or to either of the company's branches: 705 Pine St., St. Louis, Mo., or 227 Park Ave., Baltimore, Md.

A Lift-Seat Folding Chair

Folding chairs in an auditorium have been a nuisance because the seats could not be lifted to make sufficient space for one to pass in front of the occupant.



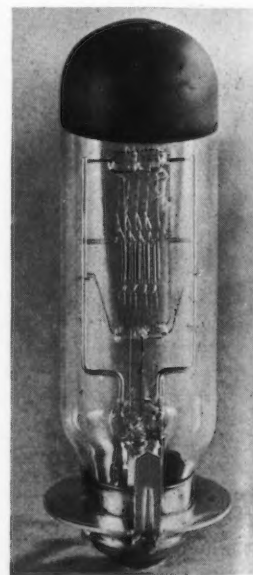
Now, Lyon Metal Products, Inc., offers a folding chair with a lift seat that operates like a stationary seat in a theater.

For complete information on this latest development in portable seating write to Lyon Metal Products, Inc., Aurora, Ill.

New Black-Top Projection Lamp Announced by Bell & Howell

Users of Filmo Projectors need no longer use the customary metal lamp cap. The manufacturers are now supplying a new black-top projection lamp that reduces greatly the light leaking out from the top of the projector.

For further information write to Bell & Howell Company, 1801 Larchmont Ave., Chicago, Ill.



New Bell & Howell 750-Watt
"Black Top" Projection Lamp.

Birmingham & Prosser Extends Educational Department

Birmingham & Prosser, a company that has been manufacturing school paper to fit contemporary educational needs, announces the establishment of an Eastern Educational Department at its New York offices, 10 East 40th St., on March 1. Miss Katherine Schenk, who has

(Concluded on page 21A)



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Classes begin Monday June 24

Graduate and undergraduate courses are offered in the following departments:

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← YOU SEE WHAT YOU GET!

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20 cents, single copy; 10 copies or more, 15 cents each.

THE BRUCE PUBLISHING COMPANY

602 Montgomery Bldg.

Milwaukee, Wisconsin

(Concluded from page 18A)

been in the Chicago office for two years, will head this Eastern department.

Birmingham & Prosser will continue its policy of distributing its attractive papers through regular school-supply dealers.

New RCA-Victor Book

The RCA Manufacturing Co. has just issued the 1940 edition of *Audio-Visual Service for Schools*, a book for educators explaining all the latest sound equipment for schools, including new radio and Victrola instruments, instantaneous recorders, sound-amplification systems, and a new 16-mm. sound-motion-picture projector. In addition there are listed music-appreciation books and standard texts based on Victor records. There is also a brief history of the industry and its latest developments.

For a free copy of this book write to Mr. Ellsworth C. Dent, Director of the RCA-Victor Education Department, RCA Mfg. Co., Camden, N. J.

Publisher Sponsors Contest

Teachers, especially, are invited to enter a manuscript contest sponsored by Houghton Mifflin Company, educational publishers.

The contest is for true, book-length, "personal histories" reflecting significant aspects of American life. Prizes of \$2,500 each are offered. The manuscript must be a life story of a man or woman in this or an earlier generation. It must contribute definitely to our understanding of our own country.

Teachers are invited to write for information to the Life in America Editor, Houghton Mifflin Co., 2 Park St., Boston, Mass.

Booklet on Visual Teaching Announced by Eastman

Visual Teaching with Kodaslides is a new 28-page booklet of interest to all educators who use projected pictures in the classroom.

The booklet discusses the many possibilities of the 2 by 2-in. slide and the technique of producing these slides in black-and-white and in colors.

The first printing of the booklet will be sent to a selected list of about 15,000 educators, etc. Anyone with a legitimate interest in this field may request a personal copy from the Eastman Kodak Company, Rochester, N. Y.

A Booklet on Drafts

A new booklet, *Drafts: A Study of Their Causes and Their Correction* is the result of intensive research on conditions encountered in the use of unit ventilation. The study indicates that drafts charged against the unit system are due frequently to faulty control or operation of

the C. A. Dunham Company, 450 East Ohio St., Chicago, Ill. Send request on school or firm letterhead.



A Book About Costumes

Dazian's *Golden Book of Costume Fabrics* is an elaborately colored and designed book containing sketches and actual pieces of material of every costume fabric imaginable. This largest costume house in the world will be glad to send you its book. Address: Dazian's Inc., 142-144 W. 44th St., New York City.

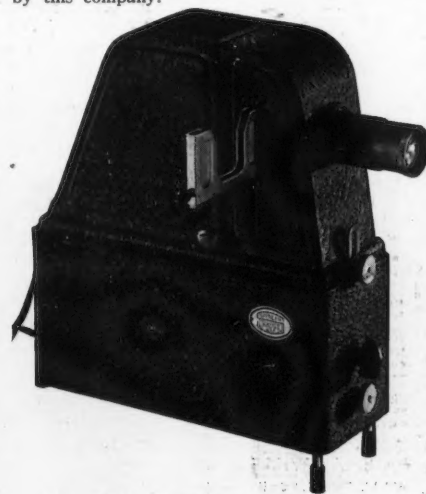
Current Biography

Current Biography is a new reference service monthly inaugurated last month by the H. W. Wilson Company, 950 University Ave., New York City.

Each issue is a collection of brief biographies of people of current interest in art, industry, education, government, journalism, music, literature, etc. The entries are indexed by name and by profession. Each number includes a cumulative index of the preceding issues of the year and a cumulative yearly volume will combine the material for the entire year in a single alphabet.

Spencer Booklet of Teaching Aids

The Spencer Lens Co. has just issued a very large-sized illustrated 8-page booklet describing the various teaching aids for schools produced by this company.



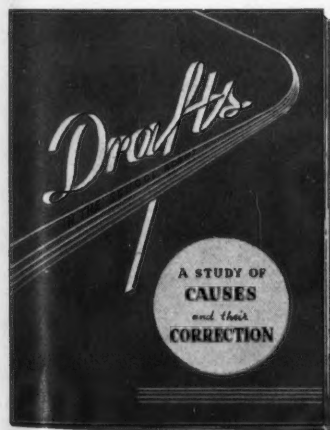
Spencer MK3 Delineascope.

The booklet shows the various types of microscopes for the laboratory, the Spencer Delineascope for all kinds of projection, laboratory table lamp, spectrometer, microscope lamps, etc.

Any school may obtain a copy of this folder from the main office of The Spencer Lens Company, 19 Doat St., Buffalo, N. Y., or from any branch office.

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